

ASEP

Officiating Youth Sport Instructor Kit



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Chapter 1

Introduction



Providing quality training to your officials is an often overlooked but critical part of launching a successful youth sport program. Officials not only need to know how to perform the duties of officiating, but they also need to understand the mission and goals of your youth sport program and the role of the official in meeting those goals. This training design will provide an opportunity for you to share the goals of your youth sport program as well as a solid foundation of the skills and knowledge officials of all sports need in order to be successful. Therefore, conducting the ASEP Officiating Youth Sport Training will be well worth your effort because it will prepare your officials to confidently and competently officiate youth sport contests. The remaining sections of this training design will help you plan for, and guide you minute-by-minute through your role as the facilitator of the two-hour ASEP Officiating Youth Sport Training.

It is recommended that you use the following training materials to assist you in your ASEP Officiating Youth Sport Training:

- ASEP’s “Officiating Youth Sport” video
- ASEP Officiating Youth Sport Training Handout Masters (see [Appendix A](#))
- ASEP Officiating Youth Sport Study Guide Masters (see [Appendix B](#))

You can access the video by purchasing the *ASEP Youth Sport Training Kit DVD*. The handout masters and the study guide masters are included within this resource (see the appendices)

Note that the training materials can be used in two ways: You can tackle the video in segments, stopping at various points and conduct learning activities using the handout masters, or you can run the video straight through and hand out the ASEP Officiating Youth Sport Study Guide at the end. It's a better educational experience for the officials to go through the learning activities, and we encourage you to conduct the training by incorporating these activities, but you do have the option of just showing the video and handing out the guide if you don't have time to do the more complete training.

Chapter 2

Being an Effective Trainer



The value of the ASEP Officiating Youth Sport training depends upon the preparations you make to administer the course and your ability to facilitate it. And your ability to stand before a group of officials and successfully conduct a training session requires your use of sound facilitating skills.

The Officiating Youth Sport Training is designed to be taught without undergoing additional formal instruction. This section provides direction on being an effective facilitator of the training.

Using the Officiating Youth Sport Video

The *Officiating Youth Sport* video can be used in two ways: You can run it straight through, or you can play it segment by segment within the video and conduct the learning activity and discussion that complements that portion of the video. We recommend you stop the video after each section and conduct the activities; this will heighten the learning experience for your officials.

We suggest that you test the video setup well before your training begins. View the initial few minutes of the video to be sure of the following:

- You have inserted the correct DVD queued to the *Officiating Youth Sport* video located on the *ASEP Youth Sport Training Kit* DVD.
- The color is tuned properly. You may want to experiment with depressing or releasing the color boost on your TV set.
- The picture is clear.
- The sound is clear. If you hear no sound, check that the sound is turned up on the TV.

TV and DVD Player Recommendations

Obviously, you need a TV monitor and DVD player to conduct the training. We suggest you use a TV with a screen size of no less than 21 inches. The smaller the screen size, the more difficult it is to see, and the more likely officials will lose interest. For groups of 20 or more, consider using a big-screen TV (32 inches or larger), multiple monitors, or a video enlarger and screen. Set the TV monitor at a height above table level so all can see it without straining.

Conducting the Training Effectively

It's perfectly normal to feel nervous or awkward—even if you're a veteran trainer. So we do all we can to lighten the training burden, such as providing this Officiating Youth Sport Instructor Kit. And remember, even if you do slip up, the officials in your training won't necessarily know it. So relax and have fun!

As part of our effort to ease your concerns about conducting the training, we provide the following tips for being an effective trainer. If you apply these 13 recommendations, you'll enjoy your training role more, and the officials who attend will have a much better learning experience. Effective trainers do the following:

- Provide a pleasant physical environment (comfortable chairs and room temperature, adequate light, and so on) in which to learn.
- Stay on the training time schedule outlined for each component.
- Facilitate the clinic as it is prepared, very seldom skipping material or learning activities.
- Use visual aids along with spoken explanations to keep officials' attention.
- Take time to prepare for each aspect of training duties.
- Encourage officials to share their ideas and firsthand experiences and use those contributions as learning tools.

- Achieve a balance in presentation style, commanding respect but not abusing their position of authority as well as injecting humor, but not at the expense of others.
- Help officials learn with confidence by offering, when possible, individual attention to officials who are struggling to keep up and praising officials' efforts in the training.
- Concern themselves with the practical needs of officials in order to help them address the typical problems of officiating.
- Do not use the training as an opportunity to market their professional services, knowing they and the officials will gain more if they emphasize educating instead of selling.
- Consider both the content to be learned and the process of learning it, recognizing that it is not enough to merely expose officials to accurate and expert information; instead, they must help guide officials to new understanding.
- Strive to be inclusive of all officials, which is reflected in the language used and the examples shared. For example, mentioning a variety of sports, women and men, all races, and people of various abilities.
- Emphasize the training material and officials' understanding of it, making their personalities and viewpoints take a back seat to officials' learning and involvement in the training.

Blocks to Learning

In any learning situation there are roadblocks. Use these suggestions to help overcome these obstacles.

Boredom

Officials will become bored if the content is too easy or too hard or if you do not present the information in an interesting way. Encourage your officials to take an active part in discussions and exercises. Their involvement will keep the training stimulating.

Confusion

Information that is presented ambiguously or too rapidly can result in confusion, as can contradictory statements and a failure to relate one idea to another. Associate one topic area with another as you summarize discussions and exercises.

Irritation

Annoying mannerisms, poor communication skills, lack of respect, and interruptions can irritate learners. Evaluate your communication strengths and weaknesses and try to improve your abilities.

Fear

Some officials have little confidence they will succeed in learning new methods, so they avoid the risk. In their experiences, trying to learn has brought pain and fear of failure rather than the reward of success. Some of the officials who attend your clinic might avoid making contributions because they fear their experiences or comments are not worthy of mention.

You can help those officials and improve the quality of your training discussions by acknowledging all comments and questions as valuable contributions to the learning process. In addition, encourage officials who seem hesitant to participate in group activities. Finally, call officials by their first names and refer to them in examples so they feel directly involved.

Three Problem Officials

Most officials will be positive contributors to your training. You might, however, face three types of people who will make it difficult to keep the training running smoothly. The following discussions can make your job of managing these problem officials a little easier.

The Monopolizers

Monopolizers like to talk. They want to take center stage to perform for their fellow officials. Too often they begin talking before thinking.

You don't want to squelch the enthusiasm these people bring with them; but, unfortunately, they squelch other officials' opportunities to speak. You can best handle monopolizers by first inviting others to speak.

If the monopolizers insist on interrupting, politely say that you would like to give other officials a chance to be heard. If that too fails, speak with the monopolizers during a break. Express your appreciation of their willingness to contribute but urge them to let others share in the discussion.

The Know-It-Alls

On occasion you will encounter officials who believe they know far more about the content than you do. And perhaps they do! But what's disturbing about the know-it-alls is that they want to let the other officials know they know it all. The know-it-alls will challenge what you say and look for ways to trip you. Or they will respond with an attitude of "everybody knows this— why are you wasting our time?" Remember these three points when faced with a know-it-all:

- You can be confident about the information you are presenting. The training contains the most accurate information available, and the content was developed with the help of leading authorities in officiating.

- It is your training to facilitate. This material was carefully designed as an introductory one for youth sport officials. Try to keep the content on an appropriate, basic level. If some officials want or need more in-depth information, encourage them to refer to the text *Successful Sports Officiating*.
- If you have prepared carefully, you will be ready to meet the challenges that arise and respond to reasonable questions. When you identify know-it-alls early in the training, try to channel their input positively by making them responsible for sharing small-group results with the large group. Also, when you ask a thought-provoking question that may not have a right or wrong answer, direct it to a know-it-all. If a know-it-all challenges you directly, simply express confidence in your position and indicate that there is rarely one “correct” way to do things. Then, express your willingness to pursue the question further at the break. Remember, the training format does not allow for wasting time on nit-picking.

The Skeptics

“Must I be here? I want to officiate, not sit here and listen to a bunch of mumbo-jumbo.” With this attitude, skeptics challenge you to turn their displeasure with being at the training into enthusiasm for the information you will present.

Ignore early signs of discontent. Then, in small-group discussions or exercises, try to get a skeptic especially involved. Give that person a little extra attention as well. When you divide officials into small groups, don’t let three or four skeptics get together—it’s a disaster. Try to see that every skeptic joins with more enthusiastic officials in small-group activities.

You may find that some of your most rewarding experiences as a trainer come from seeing a skeptic become involved in the training. And don’t be too surprised if some skeptics later admit that the knowledge gained through their training experiences has made them better officials.

Facilitating Communication

When you review the ASEP Officiating Youth Sport Training Outline, you will see that most activities involve discussion. Although lengthy discussion is precluded, you and your officials will be interacting often during the training.

So you’ll want to foster communication during the group discussions and exercises. Many of the group discussion topics are likely to spawn “war stories.” Your challenge will be to get officials to focus on the exercises, keep the discussion out of the hands of the monopolizers, focus on the key issues, present sound advice, and show support—and build a consensus—for good ideas shared by officials.

Your effective management of group activities will greatly determine the success of the training. Here are some suggestions for making small groups run smoothly:

- Allow no more than five or six people in a group.
- Officials in small groups should face each other by sitting in a circle or around a table. When groups share their findings with the entire training audience, officials should return to the original seating arrangement.
- Don't wait for officials to find a group. Find groups for them. Use a system (e.g., person to right, person to left, person in front, counting off by twos or threes, or the like) to get officials into groups quickly.
- Be sure to explain carefully what you expect officials to accomplish during each exercise or discussion.
- Allocate time at the end of each exercise or discussion to summarize the material.
- As you attempt to stimulate discussion, ask questions that cannot be answered with a simple yes or no.
- Share a few ground rules with the officials for their discussion groups.

Suggested Ground Rules

- Speak for yourself, not for anybody else.
- Listen to others, then they'll listen to you.
- Avoid put-downs—who needs 'em?
- Take charge of yourself—you are responsible for you.
- Show respect—every person is important.
- Be flexible. Although staying on time is important, allowing a valuable discussion to continue beyond its allotted time may provide important information to the officials. Stifling such a discussion could turn a positive experience into an ambivalent or frustrating one.

Using Time Effectively

You will likely be battling time throughout the training. The sessions are tightly scheduled, so you will need to be a clock-watcher. Following are some suggestions for using training time efficiently:

- Start and end on time. Emphasize in your training publicity that you will be punctual.
- When officials do not return to their seats after several requests, begin the discussion. You may need to start once or twice without some officials to send a clear message that you are going to be prompt.
- Facilitators get in trouble with time when they fail to follow lesson plans. Avoid rambling when you summarize exercises and discussions. The material is designed to introduce the major points. Don't get sidetracked with interesting tidbits that prevent you from addressing the essential material.

- It's easy to let discussions lose direction and thereby waste valuable time. You want to encourage discussion and open exchange, but you must tactfully keep discussions on track and on time.
- Be efficient in giving instructions for the exercise. Divide officials into groups quickly, then encourage them to start the activity immediately.

Although it's important not to waste time, you shouldn't become so concerned about the clock that you rush through topics, stifle discussion, or destroy a positive social environment. Consequently, you must use good judgment and be flexible as you proceed through the schedule. If a valuable discussion is occurring, don't suddenly chop it off. And if something doesn't seem to be working, don't be afraid to cut it short and move on to the next topic.

Pre-Training Checklist

The Officiating Youth Sport Training requires significant administrative planning. But facilitative planning is equally important. Here is a checklist to help you prepare to facilitate it.

- ✓ Reread the Officiating Youth Sport Study Guide.
- ✓ Preview the *Officiating Youth Sport* DVD to familiarize yourself with the material and its presentation as well as with the TV and DVD player you'll be using.
- ✓ Review Planning the ASEP Officiating Youth Sport Training, the ASEP Officiating Youth Sport Training Outline, and the ASEP Officiating Youth Sport Training Handout Masters.
- ✓ Prepare to apply the training concepts to sports officiated by those in your training.
- ✓ Check that each official's package contains these items:
 - The Officiating Youth Sport Study Guide
 - A copy of each handout from the ASEP Officiating Youth Sport Training Handout Masters
 - ASEP Officiating Youth Sport Training test
 - ASEP Officiating Youth Sport Training test answer form

Note: You might want to prepare a name tag for each official. You might also wish to provide refreshments.

Regardless of whether you are experienced at facilitating, this Officiating Youth Sport Instructor Kit will help you succeed. As you work with your officials, we encourage you to keep focused on your ultimate goal: providing fun, valuable experiences for the young athletes in your program.

Chapter 3

Planning the ASEP Officiating Youth Sport Training



Facility needs:	Classroom with tables and chairs
Educational materials:	ASEP Officiating Youth Sport Instructor Kit (including video from ASEP Youth Sports Training Kit DVD) Sport-specific rulebooks (one for each official)
Basic supplies:	Name tags Sharpened pencils (one for each participant)
Audio-visual equipment:	DVD player, TV
Handouts to print: (one per participant)	Meeting Your Responsibilities An Ounce of Prevention... Guidelines for Managing Conflict ASEP Officiating Youth Sport Training Evaluation
Optional handouts to print: (one per participant)	Rule modifications (from your sport program) League Policies and/or Schedules (from your sport program) Personnel Forms for Tax and Payment Purposes (from your sport program)
Study Guide materials to print: (one per participant)	ASEP's Officiating Youth Sport Study Guide ASEP Officiating Youth Sport Training Test ASEP Officiating Youth Sport Training Test Answer Form

ASEP Officiating Youth Sport Training Outline At a Glance

Minutes	Method	Topic	Officiating Youth Sport Guide Reference
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Part I. Welcome to Officiating Youth Sport (35 minutes)

15	Lecture	I.A.	Welcome to ASEP's Officiating Youth Sport Training
5	Video	I.B.	Your Role as an Official
15	Exercise	I.C.	Your Officiating Objectives and Responsibilities

Part II. Being an Effective Official (85 minutes)

18	Exercise	II.A.	Know the Rules
5	Video	II.B.	How Tight Is Too Tight?
10	Break		
15	Exercise	II.C.	Preventive Officiating
5	Video	II.D.	Getting Across Your Message
15	Exercise	II.E.	Managing Conflict With Coaches, Players, and Spectators
2	Video	II.F.	Reasons and Rewards
15	Exercise	II.G.	League Policies and Schedules, Personnel Forms, and Wrap-Up

Total: 120 minutes

ASEP Officiating Youth Sport Training Detailed Outline

Part I: Welcome to Officiating Youth Sport (35 minutes)

Part I of the training is intended to acquaint officials with each other, the training program, and the duties and expectations you have of them as officials.

I. A. Welcome and Overview of ASEP's Officiating Youth Sport Training (15 minutes)

1. Lecture and discussion: Welcome to all participants
 - a. Introduce yourself by giving your name and your position, and share a bit about your own officiating experience.
 - b. Ask the participants to introduce themselves by saying their name and their officiating experience. If time and group size permits, ask two or three people to share what has motivated them to officiate youth sport.
 - c. Thank participants for their time and commitment to providing good sport experiences for the youth in your sport organization.
 - d. Tell participants that through this course they will learn about their role and responsibilities as a youth sport official and how to be an effective official.

I. B. Video: Your Role as an Official (5 minutes)

I. C. Exercise: Your Officiating Objectives and Responsibilities (15 minutes)

1. The focus of youth sports is different than that for professional, college, or even high school sports, where winning is usually the greatest—and sometimes the only—goal.
2. In youth sports, we want you to focus on these four objectives:
 - a. Be impartial and fair in your duties as an official.
 - b. Provide a safe experience for the players.
 - c. Keep the sport fun for kids.
 - d. As appropriate, help the players learn the game.
3. Distribute the handout “Meeting Your Responsibilities” and give the participants 5 minutes to complete the exercise.
4. After 5 minutes, select participants to share their responses with the group for an additional 7 to 10 minutes.

The following ideas should serve as a guide for you in this discussion.

- a. Be impartial and fair: Know and study the rules, including all modifications used in the sport. Focus on the play and not on the score.
- b. Provide for safety: Enforce rules, particularly those related to illegal contact. Use preventive officiating. Check the facility and equipment before the contest.

- c. Keep sport fun: Enjoy yourself—it'll rub off on others! Communicate with a positive approach—avoid looking for a fight.
- d. Help players learn: Explain rule infractions. Don't call games so tight that there is no flow to the game, but keep it safe.

Part II: Being an Effective Official (85 minutes)

Part II of the training highlights the essential skills of an effective official.

II. A. Exercise: Know the Rules (18 minutes)

1. There is no substitute for knowing the rules of the game. Even if you do all the other things mentioned in the ASEP Officiating Youth Sport Training, if you don't know the rules, you can't be successful. Study the rule book (if one is provided) as well as the modifications for your youth sport program.
2. Distribute rule books (if available) and any rule modifications for the sports that will be officiated. Allow officials to read the rule modifications and then spend 5 to 10 minutes discussing any modifications. Specifically discuss the type of skill and emotional behavior they are likely to encounter with young athletes. If there are no rule modifications for your program, then select 3 to 5 of the most frequent rule violations and discuss the type of skill and behavior they are likely to encounter with young athletes.

II. B. Video: How Tight Is Too Tight? (5 minutes)

II. C. Exercise: Preventive Officiating (15 minutes)

1. Preventive officiating refers to safety issues, call (or no-call) selection, and addressing certain behaviors. Good officials use preventive officiating when possible and appropriate to defuse or prohibit potential problems.

Distribute the handout "An Ounce of Prevention..."; model one of the sport situations, then ask the officials to take 3 to 5 minutes to complete one or more of the other situations.

2. After 5 minutes, discuss the responses given for the three situations using the following guidelines to help you facilitate the discussion.
 - a. Basketball preventive officiating: Tell the player her toe is on the line and instruct her to move it behind the line before she shoots.
 - b. Volleyball preventive officiating: Blow your whistle to stop play, and inform server she or he must wait for the signal from the official. Give the ball back to her or him and begin the serving sequence properly.
 - c. Baseball or softball preventive officiating: Instruct the player that he or she must have a properly fitted helmet while batting for safety reasons. Allow him or her to find an appropriate helmet and step in to bat.
 - d. Soccer preventive officiating: Blow the whistle to prevent the play from beginning, and instruct the player that the ball must be placed in the corner of the field.

II. D. Video: Getting Across Your Message (5 minutes)

II. E. Exercise: Managing Conflict With Coaches, Players, and Spectators (15 minutes)

1. Conflict can occur with an upset coach, player, or spectator. Seasoned officials learn to anticipate conflict, to know when something that happened—or is about to happen—might turn into an argument or dispute. They recognize warning signs and know how to respond.
2. As a large group, take 3 to 5 minutes to list on a flip chart or chalk board the types of conflicts an official might encounter with coaches, players, and spectators.
3. Distribute the handout “Guidelines for Managing Conflict”. Go through the guidelines as a group. Divide participants into two groups to discuss a conflict from the list. Assign one group a conflict scenario with coaches and the other group a conflict scenario with spectators. Allow each group 5 minutes to discuss how officials should handle the conflict following the guidelines. Then take 5 to 7 minutes and have each small group report back to the large group.

II. F. Video: Reasons and Rewards (2 minutes)

II. G. League Policies and Schedules, Personnel Forms, and Wrap-Up (15 minutes)

1. Distribute any policies, procedures, and schedules for the leagues and review with the officials.
2. Distribute copies of the handout “ASEP Officiating Youth Sport Training” evaluation Form. Have officials fill out the evaluation before they leave.
3. Distribute the handout “ASEP Officiating Youth Sport Study Guide” to each official and direct them to read it after the training. Explain that this pamphlet reinforces what they learned in this training and provides even more helpful information. Officials should read the guide before taking the test.
4. Hand out a copy of the ASEP Officiating Youth Sport Test and Answer Form (for more information on the testing process, see ASEP Officiating Youth Sport Training Wrap-Up).
5. Distribute personnel forms for tax and payment purposes (if applicable). Have officials complete and return forms to you before leaving the training.
6. Ask for any final questions.
7. Direct officials to read their rule books (and rule modifications) and come to you with any questions throughout the season.
8. If you require a rules test, announce when and where the test will be given.
9. If you require that officials attend a clinic on rules and mechanics, announce where and when that clinic will be held.
10. Thank the officials for their time and their willingness to play an important role in the sport experience for the young athletes in your youth sport program.

Chapter 4

ASEP Officiating Youth Sport Training Wrap-Up



As mentioned in the ASEP Officiating Youth Sport Training Detailed Outline, at the end of the training you should hand out the training evaluation form, the guide, the test, and the test answer form. These materials are found in the ASEP Officiating Youth Sport Training Handout Masters section (see Appendix A). Direct your officials to complete the training evaluation form and hand this in to you before they leave your training. It's important for you to get feedback on your training in order for you to continue to improve and become a more effective trainer.

Hand out the Officiating Youth Sport Study Guide (see Appendix B) to each participant and explain that the Guide presents information that participants have been introduced to in the training, as well as new material. Encourage them to read it within a week. Explain that they are to take the test—which is open-book format—and set a deadline for completion of the test. We recommend two weeks. Arrange for when and where they can submit their test answer forms.

Indicate that participants who get 12 or more correct on their test will have successfully completed the training. A participant who scores below 12 can try again.

Emphasize that the value in taking the test is not in appeasing program administrators. They're doing it for themselves and for the kids they'll be officiating.

Send participants off with a thank you and a positive comment about their participation in the training.

Appendix A:

ASEP Officiating Youth Sport Training Handout Masters



Note: These masters include the following:

Meeting Your Responsibilities

An Ounce of Prevention . . .

Guidelines for Managing Conflict

ASEP Officiating Youth Sport Training Evaluation Form

Before conducting your ASEP Officiating Youth Sport Training, photocopy a set of these handouts for each official. You will also need to provide any rule modifications for your program as well as any forms for tax or payment purposes, league policies, procedures, and schedules.

In addition to these handout masters, you will also want to be sure to provide a photocopy set of the ASEP Officiating Youth Sport Study Guide masters to each official. You will find a set of these handouts in Appendix B.

Meeting Your Responsibilities

Respond to the following items to show how you will plan to meet your officiating responsibilities.

1. Be impartial and fair. List two ways you can ensure you will be impartial and fair in your officiating.

A. _____

B. _____

2. Provide for safety. Identify two ways that you will provide for a safe environment during the game.

A. _____

B. _____

3. Keep sport fun. List two things you can do in your role as an official to make the games more fun for the players.

A. _____

B. _____

4. Help players learn. List two approaches you might use as an official to help the players learn the rules of the game.

A. _____

B. _____

An Ounce of Prevention . . .

Preventive officiating refers to safety issues, call (or no-call) selection, and/or addressing certain behaviors. Good officials use preventive officiating when possible and appropriate to defuse or prohibit potential problems. Answer the first situation as a group with your instructor. Then complete the remaining situations on your own.

Basketball situation: A free-throw shooter is on the line, preparing to shoot. Her toe is on the line.

Preventive officiating: _____

Volleyball situation: A volleyball player enters the game as a substitute to serve. She's so excited to be in the game, she serves the ball without receiving the proper signal from the referee.

Preventive officiating: _____

Baseball or softball situation: A baseball or a softball player steps to the plate to bat with a very loose-fitting helmet on his head.

Preventive officiating: _____

Soccer situation: A soccer team is instructed that they are to receive a corner kick. The offensive player takes the ball and puts it midway between the near goal-post and the corner of the field.

Preventive officiating: _____

Guidelines for Managing Conflict

With coaches and players: Establish your tolerance level using these guidelines:

Tolerate to a point	Gesturing Questioning a call Yelling at you
Tolerate depending on the situation	Leaving the coaching area Entering the field of play to talk with you
Absolutely do not tolerate	Abusive or foul language Questioning your integrity Fighting

1. Be approachable to a point—unless they have crossed over into the “absolutely do not tolerate” category.
2. Control your emotions—be calm and professional.
3. Issue a warning—if they exhibit behavior in the “absolutely do not tolerate” category, then issue a warning. Be firm, yet unemotional.
4. Sanction—apply the penalty as directed by the rule book for the unsporting or inappropriate behavior.
5. Ejection—if the sanction has been issued and the behavior continues, you must eject the guilty party from the facility or playing area.
6. Involve the contest manager—this person can assist you by making sure the guilty party vacates the premises. If the player or coach refuses to leave, forfeit the contest to the appropriate team.
7. File a report—be sure to inform the league administrator.

With spectators: Establish your tolerance level using these guidelines:

Absolutely do not tolerate	Abusive or foul language Racial or ethnic comments Fighting Entering field of play
Ignore	Gesturing Questioning your calls Questioning your integrity Yelling at you

1. Ejection—if a spectator has engaged in an “absolutely do not tolerate” behavior, then you skip the warning and sanctioning steps.
2. Involve the contest manager—he or she can assist you by making sure the guilty party vacates the premises. If the party refuses to leave, forfeit the contest to the appropriate team.
3. File a report—inform the league administrator.

ASEP Officiating Youth Sport Training Evaluation Form

Please complete this form on the basis of your opinions and evaluation of the training. Circle the number representing your response to each statement.

	Very poor		Average		Excellent
Training Materials					
1. Training handouts	1	2	3	4	5
2. Officiating Youth Sport Video	1	2	3	4	5
3. Officiating Youth Sport Guide	1	2	3	4	5
Effectiveness of Facilitator					
4. Ability to lead exercises and facilitate discussion	1	2	3	4	5
5. Ability to stay on time	1	2	3	4	5
6. Enthusiasm	1	2	3	4	5
7. Knowledge of subject matter	1	2	3	4	5
Evaluation of Training					
8. Value of facilitated activities	1	2	3	4	5
9. Value of group discussion	1	2	3	4	5
Overall Evaluation					
10. Organization of training	1	2	3	4	5
11. Physical setting of training	1	2	3	4	5
12. Value of information provided	1	2	3	4	5
13. Motivation to improve your skills and knowledge	1	2	3	4	5
14. Overall quality of training	1	2	3	4	5
	Not at all				Very much
15. Attending this training was well worth my time	1	2	3	4	5
16. How could this training be improved? _____					

17. Other suggestions: _____					

(Use other side if necessary)

Appendix B:

ASEP Officiating Youth Sport Study Guide Masters

Note: These masters include the following:

ASEP Officiating Youth Sport Study Guide

ASEP Officiating Youth Sport Test

ASEP Officiating Youth Sport Test Answer Form

Before conducting your ASEP Officiating Youth Sport Training, photocopy a set of these handouts for each official.

ASEP

Officiating Youth Sport

Study Guide



Welcome to ASEP Youth Sport Officiating! We're glad you chose to become an official. You're an essential part of youth sport; after all, without you, the games can't go on. But the games—thanks in part to you and others like you—do go on, and on, in a never-ending procession of opportunities for kids to play sports, have fun, and grow through the experience. In fact, more than 20 million kids between the ages of 6 and 16 play organized sports each year. Do you know why they play? These are the reasons, listed in order of importance that kids give:

1. To have fun
2. To improve skills and learn new ones
3. To be with friends and make new ones
4. To feel the excitement of competition
5. To succeed or win
6. To exercise or become fit

These reasons help shape how we want you to approach officiating. The focus in youth sports is much different from what it is in professional, college, or even high school sports. In higher ranks, the greatest—and sometimes only—focus is on winning. As you can see, winning is fifth on the list for kids. So what should you focus on as a youth sport official? We want you to zero in on five things:

1. Be impartial and fair in your duties as an official.
2. Provide for a safe experience for the players.
3. Keep the sport fun for kids.
4. As appropriate, help players learn the game.
5. Respect yourself, the game, its regulations, the players, the coaches and the fans.

Let's spend a few moments with each item.

Be Impartial and Fair

One of the main reasons sports have rules is to provide teams an equal opportunity to succeed (we often call this “a level playing field”). Officials are present at contests to ensure that the contests are being played within the confines of the rules and to ensure that no one is getting an unfair advantage. This responsibility leads to difficult decisions at times: calling a runner out on a bang-bang play to end a close baseball game, calling a fifth foul on a team's best basketball player with one minute remaining in a tie game, calling a net violation on a front-row volleyball player at match point. Officials are the only people involved in the contest who are impartial and unbiased. You shouldn't—and can't—care who wins or loses. You can keep the sport fun for the players and have fun fulfilling your responsibilities, but be sure to also maintain your objectivity and impartiality. Players have a difficult time having fun if they feel they are being cheated or treated unfairly.

Provide for a Safe Experience

Another important reason sports have rules is to provide players the opportunity to play within a safe environment. The illegal-contact rules in sports like basketball, soccer, and others were written to keep players safe and reduce the likelihood of injury. We have “out of bounds” and “playable area” rules in many sports to help prevent players from crashing into bleachers or other obstacles while making a play.

You can do many things as a youth sport official to provide for a safe experience. Check out the facility and the equipment that will be used for the contest to ensure a safe environment. Make sure there are no unusual or unsafe objects around the playing field—things that players could crash into, trip over, or fall or slip on while playing the game. Look for personal gym bags near the court or field boundary lines, extra bats or helmets in foul territory, an equipment wagon or field liner just outside the confines of the field, or holes or mounds on the playing field. Make sure the equipment that youngsters will use is safe. For example, bats and helmets aren’t cracked, and volleyball nets are properly secured, with cables covered or padded. If in doubt, the rule book is usually a good resource for proper safety precautions and guidelines. If you can, fix it. If you think the equipment might be unsafe and it is beyond your ability to correct the problem, speak with one of your league supervisors. They may not be aware that a safety hazard exists.

Also be sure to apply the contest rules as they were written regarding safety. This is sometimes very difficult, and it requires good and reasonable judgment. We go into more detail on this in “How Strictly Should You Enforce Rules?”

Keep the Sport Fun

Officials can set the tone for a fun environment. One of the best ways to do this is to convey that you enjoy what you are doing and that you’re happy to be there. Your tone of voice, facial expressions, and body language speak volumes to youngsters. The participants want to have fun, but they also want to feel good about their involvement. An encouraging and non-threatening tone of voice can help them feel more comfortable. Smiles, affirming nods, and even laughter (when appropriate) are expressions that can encourage participants. And finally, open body language (e.g., hands at your sides or behind your back) indicates you are approachable and open to hearing what someone has to say. Arms crossed on your chest can convey a “know-it-all” or “don’t-mess-with-me” attitude. Hands in your pockets might suggest you’re bored.

Words of encouragement can also be appropriate. Telling a participant, “Nice hustle,” “Nice play,” or something similar, tells them that you’re paying attention and that you noticed the player and his or her effort. So often the child’s effort is overlooked in youth sports. When kids feel good about what they are doing, they’re more likely to have fun.

Help Players Learn the Game

Officials often have the opportunity to help players improve their skills and learn the rules of the game. Skill development is typically the role of the coach, but officials often have opportunities to assist youngsters here. We certainly don't want you to put on a clinic, but an occasional piece of instruction can help young athletes develop their skills and enjoy the game more. As an umpire you might be able to give a catcher some minimal instruction about attempting to block wild pitches. Or, as a volleyball referee you might be able to give a player instruction regarding the proper way to pass a ball. You need to be careful in this instruction; you don't want to give different information than what the coach is providing, and you wouldn't want to help one team but not the other.

More often, officials have opportunities to help players learn the rules of the game and their application. If you can take the time to briefly explain why you made a specific call, you can help the player learn not only the correct rule but also the proper technique or skill. For instance, as a basketball official occasionally you call players for traveling. If you explain to them that they moved their pivot foot, and even show them what they did, they will have learned more about the rule and might have learned how not to do it again. The key is to be concise; don't take away from the game. And don't undermine the role of the coach. Remember your two primary roles in the contest are to be impartial and fair and to provide for safety. Keeping the sport fun and helping players learn the game are the things that set you apart from officiating at the upper levels.

Respect

Respect yourself and other officials, the game, the rules or laws of the game, the players, the coaches and the fans. Also show that you respect the people involved. Show respect for yourself as an official not by being arrogant, telling everyone you're in charge, showing off, or demanding obedience, but by conducting yourself in a respectful and civilized manner. Players and their coaches and fans should leave the contest thinking it was well officiated and saying, "Who was that official? I don't remember seeing her very much."

The way to show respect is to be in the proper uniform, be on time, know and understand the regulations, interact appropriately with the players and, as needed, with the coaches and fans. Do not interfere with the game being played; officiate it. When you must deal firmly with a player, do not humiliate him or her, but get the job done respectfully, get the problem corrected, and move on.

Respect for the game and its participants means being cordial. Using terms such as *sir*, *ma'am*, *gentlemen*, *ladies* and *coach*; saying *good morning*, *good afternoon*, *welcome*, *hope you have a good game* (but not good luck) or *have fun*. Rarely use an actual name unless dealing with an injured player. Never be overly friendly with any participant. Respect for the game and its participants also means knowing and understanding the regulations, applying them fairly and evenhandedly with a good measure of common sense, and using them to keep the contest moving. Respect for the game also means being in good physical condition so you have the ability to keep up with the level of play you're responsible for.

We appreciate your commitment to officiating this season. In turn, we're committed to helping make this season enjoyable and satisfying for you. Our goal is to help you know

- your responsibilities as a youth sport official,
- how strictly to enforce rules,
- how to communicate with coaches and players, and
- how to recognize and handle conflict.

We'll address those issues throughout the rest of this guide. And in doing so, we'll help prepare you to have a great season of officiating.

Your Responsibilities

Okay, you know we want you to be impartial and fair, provide for the players' safety, help keep the games fun, and help players learn the skills and rules of the game when it's appropriate to do so. We want you to keep those goals in mind throughout each game and throughout the season. But what are your specific responsibilities?

If you fulfill the following five responsibilities, you'll be well on your way to a great season.

1. Know the rules!
 - There is no substitute for knowing the rules of the game. You can do all the other things mentioned throughout this guide, but if you don't know the rules, you can't be successful. Sometimes we think we know the rules of a game because we played it. That might be a good start, but there are many rules within a sport that players and officials just don't know. Study your rule book!
 - Studying a rule book can be boring—so make it interesting! Test your fellow officials on the rules. Read one full rule in the rule book each night before the beginning of the season. In addition, be sure to read any other pertinent program information, and complete any and all tests.
 - The stronger your knowledge of the rules, the better able you will be to loosen up or tighten up when necessary. This concept is explored further in the section titled "How Strictly Should You Enforce Rules?"
2. Come dressed for officiating.
 - Many facilities may not have a place for you to change into your official's uniform. Come to the contest ready to work.
 - Wear an official's shirt or vest, or whatever the league requires. Take pride in your appearance and don't "downgrade" because it's children's sports.
 - If you're wearing the proper uniform and your appearance is neat, you will make a good first impression, which is extremely important in officiating.
3. Be in good physical condition.

- Keep in mind the level of competition you're officiating. The higher the level, the better conditioned you'll need to be. You'll need the speed and stamina to be in the right place at the right time to meet your other responsibilities.
4. Arrive at least 20 minutes before a game.
 - There's nothing worse than arriving at a game site—and everyone is waiting for *you*. It's difficult to get your mind, and sometimes your body, ready to officiate without preparation. You are responsible for many things before the game begins (see “Before the Contest Begins”). Arriving at least 20 minutes before the game helps you meet those responsibilities.
 - One of your main responsibilities is the safety of the players. Before the game is the time to take care of some of that business. Inspect the field of play, the facilities, and the players' equipment.
 5. Begin the game on time.
 - Often multiple games are played in youth sports. If any game begins late, it usually delays remaining games, which makes for a long day or evening.
 - Beginning the games on time not only helps to keep things on schedule, but it also shows that you are in control of the situation and that you respect the players, coaches, and fans.
 6. Keep a good game flow.
 - Quite often this is out of your control, because the players are still developing their skills. Games tend to be choppy, with many interruptions for violations and illegal play.
 - You can exert some control and establish a good game flow in dead-ball situations— such as time-outs, substitutions, throw-ins, and between innings. Keep the players moving and hustling. These may also be opportunities to do some of the things we mentioned earlier, such as encouraging players or letting them know what they did wrong so they can learn from their mistakes.

This isn't an exhaustive list—you'll be responsible for communicating with players and coaches, and recognizing and handling conflicts (these issues are addressed later in this guide). But by fulfilling the five responsibilities we've mentioned, you'll be on your way to doing a great job.

Before the Contest Begins: You should do three things

1. Meet with whoever is in charge of the contest (the contest manager). You'll want to know where they will be during the contest, in case you need them for any administrative assistance. You'll also want to ask them about any important relative information, such as the functioning of equipment, pertinent team information (e.g., forfeits or sportsmanship issues), and what to do when finished.

2. Inspect the playing area to make sure it's safe. Report hazards to the contest manager. Remember that this is one of your primary responsibilities. Look for unusual or unsafe objects around the playing field and make sure that the equipment to be used is safe. Do not start play if you think it is not safe.

3. Meet with the coaches. During this meeting, you should be cordial, but keep conversation to a minimum. Understand that coaches are trying to get their teams ready to play. You should do the following things:

- Introduce yourself (not necessarily by name), welcome them, ask if any player has a medical concern or other special concern and wish each a good game.
- If necessary, briefly clarify the organization's expectations (i.e., the organization's philosophy and how it affects your officiating). This is especially important at the beginning of the season;
- Communicate your goals for officiating the contest, but generally say nothing more than you look forward to an injury-free, well-played contest and hope the players have fun.
- If necessary, point out recent modifications in the rules.
- Do *not* promise that you will make a particular call in a specific situation.

When an Injury Occurs

Because one of your main responsibilities is to provide for safety, you've most likely done all you can to prevent an injury. But injuries are an inevitable part of sports: Ankles get twisted, knees get scraped, and players collide and go down in a heap.

What Do You Do When a Player Gets Injured?

First, you are not a doctor. Don't be placed in the position of determining whether a player should be taken out of the contest, given ice, sent to the hospital, or provided with a particular type of treatment. One of the coaches' responsibilities is to provide first aid and determine what should happen next. Your role as an official is to assist with the situation and prevent further injury.

Your first resource in many cases is the rule book. Some rule codes provide information about when to stop a contest, what happens to the player if you must stop the contest for an injury, what happens if there is blood on the player or on the player's uniform, and so on. Know those rules.

Next, be too safety conscious. If you think a player's safety is seriously at risk, stop the contest. It is better to err on the side of safety and stop the contest to prevent a serious injury or further injury than to let the contest continue. Don't make your concern allowing one more run to score or a goal to count. The outcome of the game is not worth sacrificing the player's well-being. The coaches and spectators will (or at least they should) appreciate your putting safety first.

When you believe an injury is minor, you might want to wait until the end of the play to stop the contest. An example of when to wait might be in a basketball game when a defensive player gets a steal and starts a fast break. You notice another player limping in the backcourt. You might want to wait until the player who stole the ball either makes the lay-up or sets up the offense before you stop the game.

When you stop the game for a possible injury, follow these steps (again, check your rule book to determine if a specific procedure is already established for you in that particular sport):

1. Stop play.
2. Indicate that you are calling an official's time-out. This can usually be done by saying, "My time" while putting your hand on your chest.
3. Go to the injured player and ask if he or she needs a substitute or the coach (or a trainer if one is available). Never touch a player unless it is to stop profuse bleeding or you are a trained first responder.
4. The player's response will dictate what you do next.
5. If the player doesn't or can't respond, beckon the coach out immediately.

How Strictly Should You Enforce Rules?

When young athletes are still developing their skills, talent can vary greatly from player to player. If you were to enforce every rule in the rule book, you would be stopping the contest nearly every 10 seconds. Are there some rules that you can put aside at the lower levels? Or should you enforce every rule on every occasion?

A baseball or softball shortstop, in trying to touch second base on a force play, just misses the bag. A basketball player, in trying to pivot, drags her pivot foot a few inches. A volleyball server's toes touch the end line as she serves. A soccer player making a throw-in begins with two hands over the head and both feet in contact with the ground, as the rules indicate, but in releasing the ball, the player lets his back foot rise slightly off the ground. Do you make any of these calls? Just how strictly should you enforce the rules of the game?

That's not an easy question to answer; it's not as clear cut as it might seem. While we can't provide directions for all types of calls, we can give you guidelines to help you know what rules to enforce. Remember, you're trying to be fair and impartial and to make each contest safe, fun, and a good learning experience for the players. You don't want to unnecessarily penalize players for weak skills. Stopping play for almost every infraction, let alone *every* infraction, especially for ones that do not affect players' safety or fairness, can spoil the match or game for players and their fans. But, you do want to enforce rules that are at the core of the game, that pertain to players' safety, and that have a direct bearing on the outcome of the game.

These are some good general guidelines to help you know what rules to enforce:

1. Consider the skill level of the players you are officiating.
2. Establish your tolerance level.
3. Be consistent throughout the contest with the rules you enforce (see "Making Consistent Calls"), but if the contest gets too rough, you might need to tighten up calls. Sometimes with a weaker-skilled player, the body doesn't do what the mind wants it to. In the examples given previously, each player might have known what he or she was supposed to do, by rule, but the body did not cooperate. In those cases you may be a

bit more tolerant—and not be as strict with rule enforcement. But remember to be fair and consistent!

A basketball player picks up the ball and runs four steps down the court with the ball in his hands. A soccer player making a throw-in uses a one-handed, baseball-style throw, instead of using two hands over the head. A softball player touches the base instead of the runner on a tag play. In these examples, the players either didn't know the established rule or totally disregarded it, so you have no choice but to enforce the rule as written. You might also, if appropriate, explain the call to the player. By informing youngsters of their infractions and how they were committed, you can help the players prevent them from occurring again. Use your voice to communicate confidence and decisiveness. But remember to maintain a tone of fun and encouragement. For young athletes, making mistakes is a natural part of the learning process. Athletes need to know that they can't expect perfect performances and sometimes an "Oops" can be a good term to use when a player recognizes an honest mistake.

We've already discussed the need to enforce rules pertaining to players' safety. Those rules cannot be compromised and must be enforced as written. And as officials, fair and impartial ones, you do not want to change the outcome of a game by what you call or don't call. Who's to say the call you made (or didn't make) early in the game didn't affect the outcome at the end of the game? Your call selection also can contribute to the control, or the lack of control, you have over any contest. This is all a part of the challenge that comes with officiating. Learning to be consistent and having good judgment comes with experience. Watching more experienced officials can be beneficial as well.

Some other tips that will help you with your call selection and rule enforcement are explained in the following sections.

An Ounce of Prevention

The term *preventive officiating*, often used among officials, may refer to safety issues, call(or no-call) selection, or addressing certain behaviors. Officials can use preventive officiating to defuse potential problems. In a typical contest an official might make hundreds, sometimes thousands, of calls or decisions. So you should consider anything that can be done to make the job easier and help the participants have fun and be safe. What would you do in the following scenario?

Situation: A free-throw shooter is on the line, preparing to shoot. Her toe is on the line.

Options: You have three choices:

1. Don't say anything and let her shoot; then call a violation.
2. Overlook the violation and don't call anything.
3. Let her know before she shoots that her toe is on the line, and that it's a rule that her toe must be behind the line.

Certainly at this level, the third choice is the appropriate way to handle that situation. And there are plenty of other situations that call for a similar response. Here are a few more examples of preventive officiating:

Situation: A volleyball player enters the game as a substitute to serve. She's so excited to be in the game that she serves the ball without receiving the proper signal from the referee.

Preventive officiating: Blow your whistle to stop play, and inform the server she must wait for the signal from the official. Give her back the ball and begin the serving sequence properly.

Situation: A baseball player steps to the plate to bat with a very loose-fitting helmet on his head.

Preventive officiating: Instruct the player that for safety reasons he must have a properly fitted helmet on while batting. Allow him to find an appropriate helmet and step in to bat.

Situation: A soccer team is instructed that it is to receive a corner kick. The offensive player takes the ball and puts it midway between the near goalpost and the corner of the field.

Preventive officiating: Blow the whistle to prevent the play from beginning, and instruct the player that the ball must be placed in the corner of the field.

Sometimes it is appropriate to warn players before they violate a rule, and other times it is not. Remember the reference to dead-ball situations when we discussed establishing a flow to the game? Dead-ball situations are ideal times for preventive officiating. Note that in two of the previous situations, the official didn't stop the game to give instructions or prevent infractions; the game was already stopped. In the volleyball example, the official did stop play: The ball was served illegally, and rather than award a side-out for the illegal serve, we're suggesting a re-serve for that situation. It is usually inappropriate to stop a game to give an instructional lesson or warn players that they are about to violate a rule. Again, keep in mind your goals at this level of play and prevent what you can; just be consistent and fair.

Another great time to use preventive officiating is when players or coaches are becoming agitated or argumentative. You can defuse potentially difficult situations before they become real problems by talking to the player or coach, warning them that they are approaching inappropriate behavior, and asking them to settle down.

Situation: You notice two opposing soccer players getting agitated with one another to the point that it appears they may say something inappropriate or become physically aggressive.

Preventive officiating: Blow the whistle to stop play (if appropriate). Or, during the next dead ball, get the two of them together, speak to them calmly about why they are there and how you want them to behave (sportsmanlike) and have fun. Respond with something like "Are we cool?" If the players offer to shake hands, that's good, but don't force it. Proceed with the proper restart, keeping an eye on those athletes for the remainder of the contest and even when the game ends. That way you can detect additional signs of hostility.

Advantage Concept

Let's look more closely at the advantage concept. In some sports you can delay enforcing a rule or not call it at all if the team that would have benefited from the call already has the advantage. The best examples of this concept are found in soccer. Say that player A is dribbling the ball downfield when player B makes illegal contact with player A. Player A maintains possession of the ball despite the illegal contact and furthermore has a break toward the opponent's goal. It is likely that the official would not call the illegal contact by player B, because calling it would actually put player A (and player A's team) at a disadvantage. The foul may be subsequently called if the advantage does not materialize.

A similar example can be found in basketball. In this next case, defensive player B1 intercepts a pass going between A1 and A2, two offensive teammates in their frontcourt. Player B1 has a clear break toward her basket. A1, attempting to knock the ball loose from B1, makes contact with B1's arm near mid-court. B1 maintains control of the ball, however, and dribbles the length of the court to the basket for an easy, uncontested lay-up. In this situation, especially with more highly skilled players, you could "no-call" the contact because B1 has a clear break toward her basket. You might actually be penalizing the offensive players (putting them at a disadvantage) by calling the foul—in other words, taking away a sure basket for an out-of-bounds or bonus situation. At lower levels, on the other hand, there is no guarantee that the lay-up would be made, so it might be better to call the foul. Regardless, in this situation, if you no-call the contact near mid-court, and B1 misses the lay-up, you can't go back and then call the foul. Too much time would have elapsed between the two actions.

This is a complicated and confusing concept, one that is often misunderstood by players and coaches and misapplied by inexperienced officials. Calls based on advantage or disadvantage may not be understood, especially by younger players. Many times players might only sense that they have been fouled without realizing they actually had or maintained an advantage over their opponent. So they quit playing, knowing they have been fouled. In soccer, referees are instructed to shout, "Play on" and swing both arms up and forward in a grand sweeping motion to apply advantage. In other sports (and in soccer, too), you should say, "I saw that," or "Keep playing." Also, make a less dramatic gesture than the soccer referees do, perhaps a gentle one- or two-handed, hands-down, palms-forward, "let's go" gesture.

It is probably best to call the game more by-the-book, at least for players who are 11 years old or younger, rather than misapply the advantage concept. As you gain experience as an official (and as players gain experience), it will become easier to (and clearer when to) apply the advantage concept to the games you officiate. If no foul occurred, but somebody acts as though one did, simply say, "Nothing there," or "No foul," and add, "Keep playing."

Making Consistent Calls

We've told you that you shouldn't always be a by-the-book official, strictly enforcing every rule. Yet in some ways it's easier to go strictly by the book—so long as you know the book well! Of course, you need to know the rules of the sport, but how do you maintain the consistency that's desired from all officials when sometimes you don't make all the calls that you could? Here are some tips for being consistent—while at the same time not strictly enforcing all the rules.

- Know a little bit about the kids you are officiating before the contest begins. How old are they? How many games have they played already? Have these two teams played each other before? You might not have access to answers to all these questions, but any background information you can acquire might help you during the contest.
- Watch the teams warm up; this will tell you a little bit about their skill level—and things you might have to deal with during the game.
- As mentioned earlier, establish a tolerance level before the game (or at least early in the game) that is appropriate for the skill level of those you are officiating. Think to yourself, *Based on the talent and skill level of these players, I might not be able to call [this rule] as tightly today.* Know going into the contest what kind of calls you want to make and what kind of flow you want to establish.
- Once the contest begins, you are in control of what will—or will not—be called. Let your mind focus on being consistent, but don't over think what is happening. Officiating is basically reacting to some kind of stimuli. But once you establish a certain kind of call, or certain application of a rule, you must do it the same way each time for each team.
- Officiating mistakes happen. If (based on your own judgment or realization or appropriate signal by a member of your officiating team, but not based on what a coach, player, or fan tells you) you make a mistake during the game, miss something, or call something that didn't really happen (which we all do), forget about it. You can't take back what just happened. Officials' mistakes are part of the game. It's just like missing a free throw, spiking a ball into the net, or striking out. In some sports, if you discover the mistake quickly, you may change your call. For example, a football official may waive off a flag that was thrown. Or a soccer referee, after signaling a goal was scored, may disallow it upon quickly learning it was scored because of a foul. You cannot, however, "un-blow" your whistle if it stopped play, but you might be able to change the restart. If you can't change your call or it's too late, that's okay. What's important is to go forward, get on with the game, learn from the experience, and improve because of it. The worst thing you can do is dwell on it and miss the next call.
- Get it right, of course, if you can. If you do make a mistake and have an opportunity to correct it, do so. This goes back to the dead-ball situations mentioned earlier. If you've just verbalized that the ball is to go to the blue team, and you know it really should go to the white team, there's nothing wrong with taking a moment to correct the situation and giving the ball to the proper team: "No, my mistake, it's white ball." This goes a long way toward being consistent and gaining the respect of coaches, players, and fans.
- If you blow it and you can't make it right, do not give the other team a make-up call. Make-up calls go against a team to make up for a bad call just made against the opponent. For instance, you call a lift on a player in volleyball because it sounded illegal. As soon as you blow your whistle and give the signal, you have a sinking feeling of: *Oops, she really didn't lift that ball; it just sounded bad.* So, a few plays later, you call a lift on the other team, just to even things up. If you start making calls just to even things up, there's no way you can be consistent. You lose track of whose turn it is for the call. Just call what you see. Again, if you make a mistake, forget it and work hard not to miss the next one.

- Don't guess. If you're not sure something illegal just happened, don't call it. Call only what you know for sure happened.
- Concentrate, even when the game gets long and boring. Sometimes games (especially with younger players) can get lopsided or drag on. Your mind might drift to other places or things, like getting home, what you want to do after the game, or just about anywhere but where it needs to be. Play a game within the game to help you keep your focus. For instance, watch the clock on every dead ball so you know the exact time remaining. Count up the number of shots on goal by a certain team or player. Count the number of times the pitcher throws to the inside of the plate. Don't let yourself be focused on something other than the game (or the game within the game). This will help you concentrate and stay consistent.

Communicating With Coaches and Players

One of your duties as an official is communicating with coaches and players. When coaches and players know up front what to expect from you, the contest usually proceeds more smoothly. Here are suggestions for communicating with coaches and players, as well as others tips about communication.

Coaches

Before the Game

- Clarify the organization's expectations for the contest and your officiating objectives.
- Review any rule modifications, but do not say how you will call this play or that one.
- Share with coaches the organization's stance on foul language and other behaviors that are unacceptable and how these behaviors will be dealt with if they occur.
- Be wary of making specific promises. You might be in a situation that differs from the rule you promised (e.g., a player with a medical condition that causes her to make verbal outbursts).

During the Game

- Promote an atmosphere of cooperation.
- Leave any attitude or game face—which coaches (and players) will interpret as meanness, not helpfulness—at home.
- Let the coaches know you will be fair and impartial and that you're there to help the kids have fun, be safe, and learn the game.

Players

Before the Game

- Meet briefly with captains or team reps before the contest.
- Set the tone for how you'll officiate.

- Teach the kids the protocol of the game (e.g., officials communicate to teams through captains or team reps about how substitutes enter the game).

During the Game

- Be understanding and supportive of the players.
- Use preventive officiating to warn players about infractions.
- Take opportunities to teach the game, promote good sportsmanship, and encourage players to have fun playing the game.
- Never ask a player to make your decision for you (e.g., safe or out, goal or no goal).

What We Hear

Listening to surroundings is an important part of communication. But during the course of a contest, you might hear many different things. What do you react to and what do you ignore? Here are a few things to consider regarding what you may hear and how it may be delivered during a contest.

- **Questioning.** Sometimes coaches (and players) just want to know what you saw and why you made the call that you made. “What did she do?” They might not be questioning your judgment; they might just want a simple explanation: “Coach, she stepped on the plate while she attempted to bunt the ball.” Be approachable and willing to give an explanation in those situations. Remember, you want the players to learn more about the game at this level. However, questioning that becomes excessive or that begins to break your concentration is inappropriate.

- **Yelling.** Coaches will often communicate with their players by yelling. It might not be a nice way to deal with certain situations, but it might be the only practical way to get their attention. They might also deal with you the same way. If they just want to get your attention for some order of business, that’s one thing. But if they are yelling at you because they think you missed something or they don’t like what you just called, that’s quite another thing. Try not to let coaches yell at you from across the floor or field. It doesn’t set a good example, and it sends the wrong message to the players and fans. You may say to a coach, “Coach, I’m willing to hear what you have to say, but please don’t yell at me from across the floor. I’m not going to yell at you, so please don’t yell at me. Now, what was it that you wanted?” In many cases they will apologize for yelling, and they probably won’t do it again. If they do, follow the steps on pages 38–39 to handle the conflict.

- **Bench chatter.** Sometimes as players who are not currently in the contest wait on the bench or wherever, they verbalize opinions about such things as their coach, the players in the game, or the job you are doing. In general, ignore that kind of bench chatter. Address it only if becomes vulgar, offensive, or abusive. And then address it with the coach. The coach, by rule, is responsible for the bench. Don’t engage in dialog with a player who isn’t in the game; let the coach handle it.

- **Self-talk.** Many players and coaches often talk to themselves, usually under their breath. Sometimes it’s about their own performance, their team’s performance, or your performance. Don’t have “rabbit ears.” Try to ignore the self-talk of players

and coaches. Officials have to confront enough situations; don't go looking for trouble. If the self-talk is loud enough for the fans in the third row to hear, it is no longer self-talk. If inappropriate, address it as you would any other inappropriate situation.

What You Say and How You Say It

How you say things to players and coaches can be just as important as what you say. Effective communication is essential to becoming a successful official. Here are a few items to help you be an effective communicator.

- Keep an upbeat tone of voice with players, especially the very young ones.
- When appropriate, use humor to keep things upbeat.
- If appropriate, let players know what they've done right and wrong.
- Use language the players can understand.
- Offer praise to players when they do things well.
- Address coaches and players calmly and professionally. Don't raise your voice to them, even if they don't give you the same courtesy.
- Never tell a coach, "Sit down and be quiet." In most every sport, the coach doesn't have to sit down and doesn't have to be quiet. Be specific with what is inappropriate about the behavior and let the person know what you want him or her to do. "Coach, you must stay in your coaching box."
- Don't be afraid to admit you might have made a mistake. "You might be right coach. I might have missed that one. I'll work hard so that it doesn't happen again." You don't want to have to say that too often. Say it only when you think you might have really blown one.
- Be sincere.

Body Talk

You communicate a huge amount of information without saying a word. Consider what you communicate to someone when you frown, or when you stand with your hands on your hips, or when you roll your eyes—or, conversely, when you smile, or when you stand straight and poised for action, or when you are focused intently on something. In fact, it's estimated that 70 percent of our communication is nonverbal. So what does this mean for you as an official? In "Keep the Sport Fun" we brought up a few points about what to do with your hands. Here's a list of suggestions to help you use body language to send the right message to coaches, players, and fans.

Body talk: Stance. Practice good posture when standing.

Message: I'm confident and ready.

Body talk: Hands. Keep hands and arms at your side or behind your back when addressing a coach or player. Avoid putting your hands on your hips or in your pockets. Do not put your hands on a player or a coach.

Message: I'm approachable and willing to listen to what you have to say.

Body talk: Hustle. Use the appropriate amount of speed to get in position to make the call.

Message: Being in the best position to make the call is the most important thing I can do.

Body talk: Positioning. If you want to get a better look at something, move your feet to get there; don't just bend at the neck and waist—unless of course, the nature of the sport doesn't allow you to move.

Message: I'm willing to do what it takes to get the best angle and be in the best position possible to get the call right.

Body talk: Facial expressions. Smile. Give affirming nods. Avoid frowning and disapproving looks. An occasional look that says, "I saw that," is okay.

Message: I like what I'm doing and I'm happy to be here. I enjoy the interaction with the players and coaches.

Body talk: Signals and gestures. Give signals and gestures the way the league and the rule book instruct. Avoid over exaggerating your signals.

Message: I'm in complete control of the situation. I'm calm, cool, and collected. I'm not the show here; the players are. There's no need to draw attention to myself.

Recognizing and Handling Conflict

If you know and fulfill your responsibilities (which we talked about earlier), if you enforce rules fairly and consistently, and if you communicate well with coaches and players, you'll probably encounter a minimum of conflict. But conflict can—and will—arise, no matter how well you officiate, so it's to your benefit to recognize and handle conflict when it does arise.

Conflict can come in the form of an upset coach, player, or fan. It can arise over a specific play or call (or no call), or it can boil over from something that happened the previous week or from something that happened away from the contest. Seasoned officials learn to anticipate conflict, to sense when something that happened—or that is about to happen—might turn into an argument or dispute. In the next section we provide several warning signs of conflict and guidelines for handling conflicts with coaches, players, and fans.

Warning Signs of Conflict

Officials not only have to watch the play closely and be ready to respond as appropriate, but they also must watch for warning signs of conflict from players and coaches. Here are signs to watch for:

Before the Contest Ever Starts

- The same two teams previously played each other and there were problems.
- The teams or coaches have a history of bad blood.

During Warm-Ups

- There is an excessive amount of showboating.
- Players are trash-talking or taunting one another.

During the Contest

- The players, coaches, or fans are complaining that they are being cheated.
- The coaches and players want to officiate the contest for you—basically they want to do their jobs *and* yours.
- A coach uses excessive gesturing of signals and, through his or her behavior, begins inciting the crowd.
- The game becomes excessively physical and out of control.
- Coaches are yelling at you and blaming you for players' poor performance or lack of skill.

Conflicts With Coaches and Players

1. Establish and know your tolerance level. Most officials will tolerate some inappropriate dialogue or behaviors from coaches and players. Determine the behaviors you absolutely will not tolerate ahead of time, such as these:

- Abusive or foul language
- Questioning your integrity
- Fighting

Here are other behaviors you might tolerate to a point:

- Gesturing
- Questioning your calls
- Yelling at you

Still others you might tolerate, depending on the situation:

- Leaving the coaching area
- Entering the field of play to talk with you

2. If you already know going into a contest what behaviors and language you will tolerate, you will be better prepared for the worst. As always, be consistent from game to game and from team to team.

3. Be approachable to a point. Sometimes players, and especially coaches, just want to bend your ear a bit. That's okay, provided they haven't crossed the line or gone right into the "absolutely will not tolerate" category.

4. Control your emotions. When conflict arises, try to remain calm and professional. These situations can be explosive enough; if you allow your emotions to get the best of you, you've lost control of yourself and the contest. Issue warnings and sanctions just as you would with any other call. The tone and signaling emphasis you use for traveling, for example, should be the same one you use for a technical foul.
5. Issue a warning. Do this as players or coaches begin to approach the “will not tolerate” behaviors. Give a firm yet unemotional warning. When a coach or player has crossed the line of tolerable behavior or language, let him or her know that you have heard or seen enough. Officials often use the common “stop sign” warning signal with words: one hand up, about shoulder height, palm facing the person being warned.
6. Use sanctions. Every rule book provides a penalty for inappropriate or unsporting behavior. If a warning has been issued and the behavior continues, or the behavior falls within the “will not tolerate” category, issue the sanction (e.g., technical, card, restriction).
7. Eject a player or coach when necessary. If a sanction has been issued and the behavior continues, you have no choice but to eject the guilty party. This is not easy to do. In some cases you might eject someone who is older than you, maybe even a friend of your parents. Don't think about who the person is; just deal with the behavior. You've given them ample opportunity to get them under control. If the behavior warrants ejection, the person has grossly crossed the line of appropriate behavior, set a bad example for the participants, and made a mockery of the game—and must be dealt with accordingly.
8. Involve the contest manager. When someone has been ejected, he or she should leave the facility (or at least be out of sight and earshot of the contest). Occasionally the ejected party is unwilling or slow to leave. If that is the case, let the contest manager assist you by removing the ejected party. If a contest manager isn't present to assist you, inform the ejected party that the contest will not continue until the person leaves. If the person still refuses to leave, terminate the contest, file a report and let the appropriate authority decide whether there is a forfeit and whether to identify the winner (unless the regulations expressly give you that authority).
9. File a report. Inform the league administrators so that they are aware of the situation. Many organizations have rules regarding ejection, and there might be further consequences for such behaviors.

Obnoxious Fans

1. Establish and know your tolerance level for fans' behavior, just as you do for coaches and players. Officials normally try to ignore many comments and behaviors from fans, primarily because many fans don't know the rules well and are extremely biased. However, these fan behaviors should not be tolerated at youth sport contests:

- Abusive or foul language
- Racial or ethnic comments
- Fighting
- Entering the field of play

The following are other behaviors you might choose to ignore (depending on intensity and repetition):

- Gesturing
- Yelling at you
- Questioning your calls
- Questioning your integrity

2. Issue a warning. As with players or coaches, give a firm yet unemotional warning if a fan begins to approach one of the previously mentioned behaviors. Use the “stop sign” warning signal: one hand up, about shoulder height, palm facing the person being warned.

3. Eject a fan when necessary. If a fan persists in any of the previously mentioned behaviors after being warned, eject the fan. Again, you might be ejecting someone who is older than you. Don’t think about who the person is; just deal with the behavior.

4. Involve the contest manager (see item #8 in “Conflicts With Coaches and Players”).

5. File a report. Again, be sure to inform the league administrators.

Reasons and Rewards

Officiating is not always easy—especially when so many others want to do your job for you from the stands or think they can do a better job. You’re constantly under scrutiny.

You’re striving for the perfect game, just as the players are.

But there are so many rewards. At the beginning of this guide is a list of the reasons kids give for wanting to play sports. Well, we should tell you the reasons that officials officiate and the rewards they gain:

- Staying close to, and being a part of, a sport that they love
- Giving something back to a sport that they love
- Interacting with kids in a positive, wholesome environment
- Earning some extra income
- Getting some exercise in a fun way and staying in shape (depending on the sport!)

And here are a few of the rewards of officiating:

- Developing lifetime friendships with fellow officials and others involved with the game
- Gaining greater confidence and self-esteem
- Enhancing decision-making skills
- Enhancing interpersonal skills
- Affecting the lives of the participants by being a positive role model
- Improving your ability to handle difficult people and situations
- Gaining a realistic perspective on the role of sport and its importance in the world
- Earning extra spending money

We encourage you to determine your own reasons for involvement in officiating and the rewards you hope to obtain. We hope this guide has been informative and helpful. You are involved in a very important aspect of sport, one that is often overlooked and taken for granted. Truly, without you the games don't go on. Thanks for being a youth sport official—and may the experience be a rewarding one for you!

ASEP

Officiating Youth Sport Test

Read the Officiating Youth Sport Study Guide thoroughly. This is an open-book test; you can look at the study guide and at any notes you took during the training while you take the test. The test consists of 15 questions, multiple choice and true or false. On the test answer form that follows, blacken the box that corresponds to the letter of the answer that you have selected.

Respond to all the questions that you feel confident about without looking them up. On your next attempt, consult the study guide and your notes to answer the questions that gave you trouble and to confirm the accuracy of those you have already completed.

In this section select the best answer from the alternatives presented and record it on the test answer form.

1. The *main* reason kids play sports is to
 - a. improve skills and learn new ones
 - b. exercise or become fit
 - c. have fun
 - d. succeed or win
 - e. be with friends and make new ones

2. Your main objectives as an official should *not* include which statement?
 - a. Keep the sport fun for kids.
 - b. Provide for a safe experience for the players.
 - c. Be impartial and fair in your duties as an official.
 - d. Go strictly by the rule book.
 - e. As appropriate, help players learn the game.

(continued)

3. Being impartial and fair might be best described as
 - a. not listening to any coaches or players if they question a call.
 - b. never letting a game be decided on your call; games must be decided by the players.
 - c. going strictly by the rule book.
 - d. maintaining your objectivity and impartiality and ensuring that no one gets an unfair advantage.
 - e. not keeping track of the score; you're there just to call the game.
4. Your duties in providing for a safe experience would not include
 - a. modifying rules to make the game safer if you know that the players' skill levels are lower than usual
 - b. checking playing equipment before the game
 - c. fixing playing equipment if you are able to do so
 - d. checking for unsafe objects on the court or field
 - e. applying all rules as they were written regarding safety
5. If a player receives a minor injury and is safely out of the way of play, you should
 - a. stop play and administer first aid as necessary
 - b. stop play and have the coach administer first aid
 - c. allow play to continue until that play is finished, so long as the player is out of harm's way; then stop play
 - d. allow play to continue indefinitely so long as the player is out of harm's way
 - e. stop play and call for a substitute player
6. Which one of the following is not an effective way to communicate through body language?
 - a. smiling
 - b. standing with hands in pockets while talking to a coach
 - c. having good posture
 - d. hustling to be in position to make calls
 - e. standing with your hands behind your back while talking to a coach

(continued)

7. If you realized you missed a call and action has continued, you should
 - a. forget about it
 - b. stop play and replay the game from the point when you missed the call
 - c. call a make-up call against the team who gained an advantage through your missed call
 - d. deny you missed the call if a coach or player asks you about it
 - e. call the game from that point on by the book

8. One thing you should absolutely not tolerate from a coach, regardless of the situation, is
 - a. questioning your calls
 - b. gesturing
 - c. yelling at you
 - d. abusive or foul language
 - e. leaving the coaching area

9. If a coach calls you into question on a mistake that you made, you should
 - a. ignore the coach
 - b. listen to the coach, then simply say, "Let's play ball," and resume the action
 - c. admit your mistake if you've really blown a call, and say you'll work hard so that it doesn't happen again
 - d. tell the coach to coach the game and you'll officiate the game
 - e. do a make-up call to even things out

10. If a coach uses abusive or foul language, you should
 - a. let it go if it doesn't last long
 - b. issue a warning to the coach
 - c. try to calm the coach down
 - d. use whatever sanction your rule book calls for (e.g., technical, card, restriction)
 - e. eject the coach

(continued)

In this section you are to decide if the following statements are true or false. Mark your choice on the test answer form.

- | | | |
|---|---|---|
| 11. One of your main duties in being impartial and fair is to call everything by the book. | T | F |
| 12. It's okay to smile, give affirming nods, and even laugh once in a while as you officiate. | T | F |
| 13. When a serious injury occurs, you should immediately stop the action even if the player is out of the way of further harm. | T | F |
| 14. It's okay to use preventive officiating in youth sports by telling a player he or she is about to commit a violation if it's a dead-ball situation. | T | F |
| 15. Your posture and other ways you communicate with your body are not that important. | T | F |

ASEP Officiating Youth Sport Test Answer Form

Name: _____ Return Form To: _____

Address: _____

City, state, zip: _____

Home Phone: _____ Work Phone: _____

Cell: _____ E-mail: _____

Date of Training: _____ Instructor: _____

1. a b c d e
2. a b c d e
3. a b c d e
4. a b c d e
5. a b c d e
6. a b c d e
7. a b c d e
8. a b c d e
9. a b c d e
10. a b c d e
11. T F
12. T F
13. T F
14. T F
15. T F

ASEP Officiating Youth Sport Test Answers



The Officiating Youth Sport Test is a 15 question test that tests officials on information contained within the ASEP Officiating Youth Sport Study Guide. You will find these documents in Appendix B.

1. C Although kids play sports for a variety of reasons, the reason they give most often is to have fun.
2. D Your main objectives should be to keep the sport experience fun, to keep it safe, to be impartial and fair, and to help players learn the game when appropriate. Be consistent in your calls, but you don't have to go strictly by the rule book in every situation.
3. D A big part of being objective and impartial is making sure no one gets an unfair advantage.
4. A It's not your role to modify rules; that is done by the organization. Your duty is to provide for a safe experience within the rules provided.
5. C If a play can safely be completed without risking further harm to a player with a minor injury, it's okay to complete the play and then stop the action.
6. B Body language is very important. It's appropriate to have your hands at your sides or behind your back when you talk to coaches and players. Having your hands in your pockets denotes a casual and careless attitude in this setting.
7. A Players make mistakes, and so do officials. If you make one, forget about it and move on.
8. D There is no place in sport for abusive or foul language. Don't tolerate it.
9. C If you've blown a call, admit it, and let the coach know you'll work hard so that it doesn't happen again. There's no need to cover up your mistake or to do a make-up call.
10. D When a coach is so emotional that he or she uses abusive or foul language, it's not the time—or your place—to try to calm the coach. Simply issue the sanction that your rule book calls for.
11. F Calling everything by the book at the youth sport level would make for very choppy games that aren't fun for players, coaches, spectators, or officials. You can be impartial and fair without calling everything strictly by the book.
12. T Youth sports are meant to be fun – for all involved. You can enjoy yourself while doing a good job, and it's okay to show you're enjoying your role.
13. T The welfare of the athlete comes first. A serious injury needs to be dealt with immediately.
14. T A dead-ball situation is a great time to use preventive officiating and to help players learn the game.
15. F Body language speaks volumes. Practice good posture on the court or field; hustle; get in position to make calls; use appropriate, crisp signals and gestures; and don't be afraid to smile!