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# Pre-Course Preparation

As part of your preparation for delivering the Level 1 Referee Course you should ensure that you are familiar with the following:

* The latest version of the rules and interpretations
* The Facilitators Guide for the Level 1 Course
* The PowerPoint presentation for Level 1
* The video elements that will be shown during the course

If you are working with a local club to arrange a Level 1 course you will need to ensure they have the following facilities:

* Suitable space for you to deliver the classroom content
  + Projector and screen are preferable.
* Suitable outside set up for you to be able to do the practical elements.

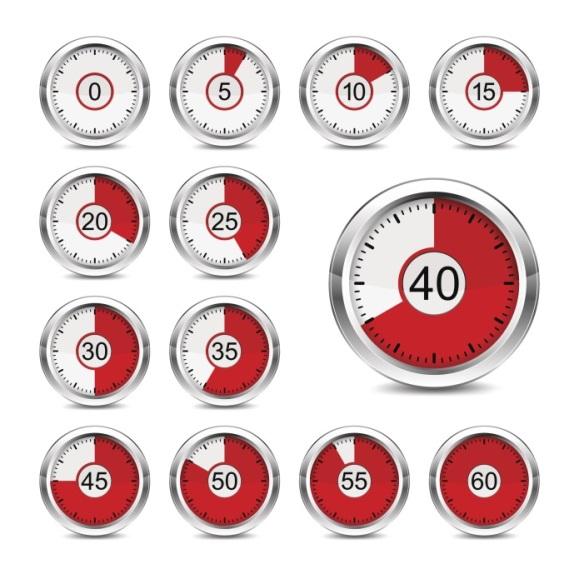
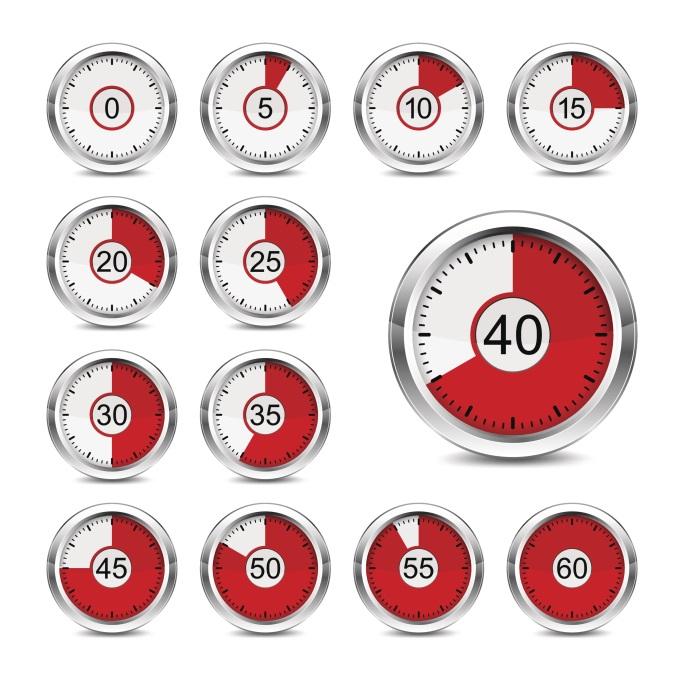
## Facilitator Set Up

* Once you arrive on site, ensure that you familiarise yourself with the set up.
  + Where are the emergency exits?
  + Where are the bathrooms? Kitchen facilities (if available)?
* Room layout – depends on the rooms set up, but preferably with desks for people to take notes, projector, screen
* Materials – XXXXX Level 1 handouts, Exam papers

## Understanding the Facilitator Guide:

### Training Methods



# Level 1 Course Guide

## Introduction

At the start of the session it is important to set the scene for the day. Similar to how you would start a Game, you want participants to understand the tone of the course.

* Welcome and introduce yourself
* Ask each person to introduce themselves, how long they have played/been involved with touch, and what they would like to get out of the day.



* Outline the style of day:
  + Theory element:
    - we will cover the rules of the game, how to set the tone of the game, the mind-set of the referee, responsibilities of the referee XXXX
    - LIST OF ALL MODULES
  + Practical element:
    - Whistle tone
    - Level 1 referee signals
    - Setting a 7m in a game situation (if numbers permit, other wise drill).
* Tell participants when there will be a break and what time you are aiming to finish.
* Tell participants where the facilities are and to switch mobile phones to silent.

# Module 1. Game Overview

### Purpose:

Participants will understand the basics of Touch: field dimensions, team composition, player and referee attire, substitution box, ball size and game duration.

### Outcomes:

At the end of this module, referees will be able to:

1. Understand how many players are in a team (max), mixed ratio and allowable number on the playing field at a time.
2. Appreciate the benefits of 3 referees per game and their roles
3. Understand what players should and shouldn't wear for safety and identification and why
4. Be able to draw a Touch pitch including major dimensions (including lines and interchange boxes)
5. Understand the importance of using the "sub box" (between 10m lines at local level even if boxes are not marked out)
6. Understand that players are to use their dedicated sub box, and a maximum of 6 players on the field, with max 8 in the sub box
7. Know that a Touch ball is size 4.
8. Understand the length of a standard game and half time but appreciate that local tournaments and league rules vary

|  |  |  |
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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to discuss the basics of touch: field dimensions, team composition, player and referee attire, substitution box, ball size and game duration. |  |
|  | **Show**   * The dimensions of the pitch slide (70m x 50m) * Point out the substitution box and when this is used (eg. competition level versus park level). It will be important to ensure that they understand how the substitution box is used to control entry/exit into the game, who is allowed in here. | C:\Users\blumenfb\Desktop\1 Presentation.jpg |
| **Say:**  There may be up to three referees per game, depending on the level of the game and availability of referees.  At park level, you are likely to be a solo referee most of the time.  **Ask:**  Has anyone refereed with a buddy before?   * Ask to share what it was like. | C:\Users\blumenfb\Desktop\1 Presentation.jpg |
|  | **Ask:**  How long is a game of touch?   * 2 x 20min halves and 5 mins interval   **Say:**  The duration of the game maychange depending on the level of the league and discretion of the competition manager. | C:\Users\blumenfb\Desktop\1 Presentation.jpg |
|  | **Ask:**  What is the maximum number of people per side?   * Maximum of 16 players (only 14 are able to play per game)   How many people do you need to start a game?   * 4 from each team.   What about the composition of a mixed side? How many males can you have on the pitch? What about females?   * You can have a maximum of 3 males, minimum of 1. * You can have up to 5 females playing and a minimum of 1.   **Say:**  The duration of the game maychange depending on the level of the league and discretion of the competition manager. | 5 Activity |
|  | **Show:**  The slide about player attire and safety.  **Ask:**  Which of the items on the slide is part of a referee’s pre game safety check?   * Correct footwear * No metal studs * Fingernail check * Jewellery check   **Say:**  Prescription glasses are acceptable (we can’t “discriminate” against somebody who needs them to be able to see properly). Under the 4th edition rules, sunglasses are now also acceptable – we still recommend to players to remove them as they are nonetheless a safety risk. (This is also to give the referee some protection in the event of accident/injury.) | 3 Exercise |
|  | **Say:**  It’s not just players that need to have the correct uniform and attire. Referees need to be correctly uniformed as well. This helps to set the tone of the game and sends a message to the players that this person is credible. | C:\Users\blumenfb\Desktop\1 Presentation.jpg |
|  | **Ask:**  Finally, what size is a touch ball?   * A Touch ball must be approved by FIT. “Size 4” is approximately the same. | C:\Users\blumenfb\Desktop\1 Presentation.jpg |

# Module 2. Pre Game

### Purpose:

To prepare the participants for the game and instructions / procedures they are required to undertake to help facilitate the game.

Participants should understand the importance of image and mind-set before taking the field and the requirements necessary to start a game

### Outcomes:

At the conclusion of the module participants will;

* Understand what needs to be discussed with their buddy referees and the importance of teamwork
* Know what to say to the captains and how to set the tone for the game
* Understand the importance of both captains and referees being present at coin toss, also knowing what options the winning captain gets and who starts the game

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  *It’s important to keep this module quite snappy so that you can quickly get into the rules and game play sections.*  **Say:**  To start off the course we are going to look at the pre-game elements. This will cover:   * The pre-game procedure * How to set the tone of the game with the captains * And how to set the tone for how you and your buddy referee are going to approach the game and working together. |  |
|  | **Ask the group:**  What items of equipment should each referee have with them at the start of a game?  Answers should cover:   * Whistle * Score card * Coin (for the toss) * Spare pen/pencil * Drink bottle |  |
| **Say:**  Referees are a team; we support each other at all times, on and off field. This means even if you don’t agree with your buddy’s decision, it’s important that you support them.  **Interactive Discussion:**  ***Why would this be important? (Discuss)***   * Important to demonstrate ‘one team’ to players * So that players see that the referees are consistent and supportive of each other   ***FOLLOW ON QUESTION:***  ***What could be the impact on the game if you visibly disagreed with your buddy referee’s decision?***   * Undermines the buddy referee’s credibility * Impacts the quality of the game * Impacts the buddy referee’s ability to control the game * Could impact the buddy referee’s confidence   + Can lead to dieteriating decisions   + Impact desire to continue to be a referee.   *It’s important that the participants understand this and the impact on the game if referees undermine each other.* | 5 Activity |
|  | **Say:**  Another part of working with a buddy referee is how and when to interchange. What side will you put the score card? Who will inspect the fields, players and so on.  That’s why it’s important for referees to be early to the field, so that they have sufficient time to have their pre-game discussion and do the pre-game checks. |  |
|  | **Interactive Discussion:**  ***Has anyone had experience of this?(if yes) What did the referee (or you) do?***  Answers should cover:   * Check of shoes and nails * Field check   *Ensure that all of the correct answers are covered off before moving on.*  **Why would it be important to do these checks? (Referee Responsibilities)**  Answers should cover:   * Player safety | 5 Activity |
|  | **Say:**  Another important part of the pre-game preparation is warming up. Players often warm up by passing the ball or doing drills, so why wouldn’t the referee? You can practice setting your 7m and angle running so that you get into the right mind-set before the game. |  |
|  | **Say:**  Now you’re warmed up and you’ve done your inspections it’s time to do the coin toss and talk to the captains. It’s always a good idea to introduce yourself and invite the captains to do the same. Try to remember the captain’s names as this is a good way to build rapport.  **Interactive Discussion:**  ***What does the winning captain get?***  Answers should cover:   * The choice of the team who starts the match with the ball * Determine the direction of play for the first half * Choice of interchange box * *Free set of steak knives….*   *Ensure that all of the correct answers are covered off before moving on* | 5 Activity |

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| Timing | Instructor Guidelines | Training Method |
|  | **Say:**  Once you’ve done the coin toss, you now have an opportunity to talk to both captains to set the tone of the game as well as how you’ll be refereeing and what you’ll be focusing on (if applicable). This is not dos and don’ts discussion. Remember the referee is there to facilitate the game and prevent problems from arising. |  |

# Module 3. Starting the Game

### Purpose:

Participants will understand all the elements of starting a game; the on field referee, buddy referee, attack and defence.

### Outcomes:

At the end of this module, referees will be able to understand and carry out the correct starting procedure:

1. Position of the attackers and defenders.
2. Referee position
3. Buddy referee positions
4. Pre-tap off instructions
5. Signal and whistle
6. Correct Tap

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at all the elements of starting a game including positioning of players and referees. |  |
|  | **Ask the group:**  **Who stands where?**   * Where does the attaching team stand?   + Half way line facing their score line * Where does the defending team stand?   + 10m line facing the attacking team * Where should the on-field referee stand?   + Just in front of or behind the defensive line, with a clear line of sight to the attacking player with the ball.   + Hand raised in the air, whistle ready. * Where should the side-line/buddy referee(s) stand?   + Just inline with the defensive line on the 10m |  |
| **Say:**  Referee’s cast a ‘shadow’ in the game. This shadow is everything you say and do, and everything you don’t say or do.  **Ask:**  **What do you think I mean by that?**  (pause)  **Prompt questions:**   * What is the impact of a referee’s whistle tone? * Why would a referee’s posture be important?   **Say:**  As a referee you have an opportunity to communicate with the defenders prior to the tap. We’ll go into this more later, but it’s something to reflect on. | 5 Activity |
|  | **Ask:**  **Who can show us the correct start of play ball tap? (hint there are 4 steps)**  Need to demonstrate:   * Putting the ball on the ground * Releasing the ball * Tap with foot * Pick up the ball   **What happens if it’s not done in this way?**   * Depends on the level, you may correct and ask them to retry * Change of possession   **How is the game started?**   * Referee hand in the air * Referee blowing the whistle to start the game   (demonstrate for participants)  \*\*\* NOTE: not the location hooter/buzzer going \*\*\* | C:\Users\blumenfb\Desktop\2 Demonstration.jpg |

# Module 4. The Touch

### Purpose:

The purpose of this module is to define what a Touch is, who can make it and what is ‘minimum contact’.

It will go on to confirm the actions following a Touch for the defence and attack, the positioning of the referee at the offside line and the procedure for the roll ball.

### Outcomes:

At the end of this module, referees will be able to:

1. Demonstrate adequate knowledge of what a Touch is, and who can make it

2. Perform a roll ball and understand what is acceptable

3. Describe the actions of the defence

4. Describe the actions of the referees

5. Understand what happens when a player does not perform a correct roll ball

6. Know where the mark is.

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at what a touch is, who can make it and what ‘minimum contact’ actually means. |  |
|  | **Interactive Discussion:**  **Who can make a touch?**  Answers should cover:   * Defending player * Attacking player   **Where can a touch be made?**  Answers should cover:   * Anywhere on the body * Hair * The ball – when the attacking player is in possession of it * Shoes * Clothing   **Say:**  The touch should be claimed by the defender – and be done with minimal force. | 5 Activity |
| **Say:**  Following the touch there are several things that occur:   1. The attacker must perform a roll ball at the mark. This is where the touch occurred.   If it’s the 6th touch, then a change of possession occurs. *(Show the signal for the 6th touch)*  **Ask:**  **How strict should the referee be about the ‘mark’?**  *Discussion should focus on the mark being where the touch occurred, but not on the exact blade of grass.*   * *Try not to go into overstepping here, we’ll cover that off later*. |  |

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| Timing | Instructor Guidelines | Training Method |
|  | **Say:**  The 2nd thing that occurs is that defence must retreat “7m”. The defence may not advance until they reach the 7m line, and the ball is in play.  While retreating they need to go back in a straight line (or diagonal) in the direction they started. If they deviate (track in rugby terms) and start following the ball or obstructing the player, then this is a penalty.  Remember as a referee you set the 7m. We’ll be practicing this later on in the session.  In a game, it’s important for the referee to anticipate the next touch and start to set the new ‘7m’.  **Ask:**  **Why would this be important?**  Answers should cover:   * Allows the referee to be in the best position to control the game * Allows the defenders to prepare for the next touch/attack   **Say:**  The support referees also help to set the new “7m” by being in line with the on-field (control) referee. |  |
| **Demonstration:**  **Who is able to demonstrate a roll ball for us?**  *You can demonstrate this yourself, or ask for someone to do this for the group. Then discuss the correct elements of the roll ball procedure:*   * A roll ball must be controlled. * The ball must be placed on the ground with a minimum of a foot passing over. * A roll ball must be performed with hips parallel to the sidelines   *Demonstrate the correct roll ball procedure – or ask them to do it again and get the group to judge if it’s correct.*  **Say:**  The ball does not have to be rolled, but if it is it must not be rolled not more than 1m. | C:\Users\blumenfb\Desktop\2 Demonstration.jpg |

# Module 5. Change of Possession

### Purpose:

Participants will learn why and when a change of possession can occur and what to do as a referee when it happens. This is any situation where play resumes with a Rollball.

### Outcomes:

At the end of this module, referees will:

1. Know what is a change of possession;
2. Understand what to do as a referee when it happens (positioning, whistle, signal);
3. Have an understanding on how play restarts.
4. Know where the mark is

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at why and when a change of possessions occurs. |  |
|  | **Say:**  There is a general rule of thumb when thinking about whether it’s a change of possession or penalty.  Generally a mistake or technical error results in a change of possession, a rule infringement or something that could be considered an advantage (eg. Touch pass) is a penalty. |  |
| **Interactive Discussion:**  Give out the change of possession cards to all participants and ask them to read out what the situation is and to state whether they would call this a change of possession or a penalty.  *If you don’t have the cards then ask people to name 7 situations where a change of possession occurs.*  *Demonstrate the signals as each situation is called out. You don’t need to draw attention to this at the moment, you are getting people used to seeing them, so when you get to the practical component it’s familiar.*  Change of Possession Situations:   |  |  | | --- | --- | | Situation | Outcome | | Drop Ball | Change of Possession | | Half touched in possession | Change of Possession | | 6th touch | Change of Possession | | Half puts the ball on or over the score line | Change of Possession | | Roll ball is performed incorrectly | Change of Possession | | Tap is performed incorrectly | Change of Possession | | Ball carrier steps on or over the side line | Change of Possession | | 5 Activity  4 Simulation  Show Videos |
|  | **Say:**  We’ve now identified what constitutes a change of possession.  **Ask:**  **How does play restart once you as the referee has made the call?**   * Roll the ball on the mark * Touch count restarts * Defence gets on side   **What does the referee need to do during this change over?**   * Make the call on the run * Move to the next defensive position to control the 7m line * If close to the side line look to sub with your buddy referee |  |
|  | **Ask:**  **Where is the mark?**  Answers should include:   * Where the referee indicates * Where the infringement occurs (general area) * 7m infield from the side line   **What if they take the mark few steps forwards/sideways/backwards of the mark?**  *We want them to be questioning how precise they need to be about the mark. It doesn’t need to be on the exact blade of grass.*   * If the ball is tapped or rolled to far away from the mark then it is a penalty, taken at where the correct roll ball or tap should have been taken. | 5 Activity |

# Module 6. Penalties

### Purpose:

Participants will be equipped with a foundation into the types of penalties, when to make decisions, how to carry through the penalty procedure and finally how to recover from the sequence.

### Outcomes:

At the end of this module, referees will be able to:

1. Name the different types of penalties

2. Understand the penalty process

3. Communication and positioning during a penalty sequence

4. Understand the requirements of the support referees

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at the different types of penalties and discuss the importance of the referee’s position. We will have an opportunity to practice both signals and positioning later on when we get to the practical section. |  |
|  | **Say:**  We’ve just discussed the general ‘rule of thumb’ about deciding if a situation is a change of possession or penalty.  Now we are going to look at which situations result in a penalty.  **Interactive Discussion:**  You can use the cards again here or ask people to name 9 situations  that result in a penalty?  *Demonstrate the signals as each situation is called out. Again, you don’t need to draw attention to this at the moment, you are getting people used to seeing them, so when you get to the practical component it’s familiar.*  *Be mindful here that you may get pulled into different types of situations that people have experienced. Answer what you feel is appropriate and beneficial for the group.*   |  |  | | --- | --- | | Situation | Outcome | | Incorrect Substitution | Penalty | | Touch and Pass | Penalty | | Forward Pass | Penalty | | Rollball past the mark | Penalty | | Obstruction | Penalty | | Over-physical touch | Penalty | | Phantom Touch | Penalty | | Offside | Penalty | | Voluntary Rollball | Penalty | | Misconduct (eg backchat) | Penalty | | 5 Activity  4 Simulation  Show videos |
| **Show:**  Show the video examples of the penalties. Drawing attention to the signals and referee positioning.  **Explain:**  As you’ve seen both the attacking and defending team can commit penalties.  Penalties are often another way that the referee ensures that the game is fair for all players. By acknowledging the penalty, the players feel that the advantage/disadvantage has been recognised.  In higher level games with more experienced players they will react quickly to penalties and you will need to be on the ball to ensure that the game flows and that discipline is maintained. | 4 Simulation  5 Activity |
| **Demonstrate:**  The penalty procedure:  - arm position  - signal  - discuss whistle tone (long for penalty)  - referee positioning (ie. sprinting to the 10m mark)  Draw reference back to your previous point about faster games and that you may need to do signals on the run. | C:\Users\blumenfb\Desktop\2 Demonstration.jpg |
|  | **Ask:**  **At times players can get overheated and commit continual infringements. How can the referee manage this?**  Answers should include:   * Give an additional 10m penalty to the non-offending side * Ask to speak to the captains * Dependant on the situation there could be a need for a forced substitution or send for time.   + *Demonstrate the signals of both and discuss when is appropriate to use these options.* | 5 Activity |

# Module 7. Interchanges

### Purpose:

The purpose of this module is to discuss referee interchanges during a game. For referee interchanges we will be looking at when and where to interchange to ensure control of the game is maintained.

### Outcomes:

At the end of this module, referees will:

1. Be able to identify situations when the sideline and Control (onfield) referee should interchange, and who should initiate the change
2. Understand the importance of effective communication with each other to ensure smooth interchange where control of play is maintained throughout.
3. Know how to interchange at a change of possession or after a score

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| --- | --- | --- |
| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at referee interchanges, in particular when and where to interchange to ensure control of the game is maintained. |  |
|  | **Say:**  Players get to sub on and off to keep fresh, it’s important that referees do too.  **Ask:**  **Why would referees need to interchange?**  Answers should cover:   * Sharing the workload * To avoid tiredness/improve decision making ability * Teamwork – touch is unique in not having separate set on/off field referees   **Say:**  The support referees also help to set the new “7m” by being in line with the on-field (control) referee. |  |
| **Say:**  There are a number of opportunities for a referee to interchange.  **Ask:**  **When is the best time to interchange**  Answers should cover:   * After a try (level 1 referee requirement) * Change of possession (level 1 referee requirement) * At a penalty * When a player is subbing   (Discuss – then show slide) |  |
|  | **Say:**  (show the field diagram slide)  For the level 1 referee accreditation you will need to know how to interchange after a score, and at a change of possession.  Once the control referee has given the score whistle/signal they will run to the sideline where the scorecard is to mark the score. The sideline referee, gives the all clear when looked to, then takes the on field position to recommence the game.  During the game there will be a number of opportunities for you to change with your buddy referees. There is a general ‘interchange’ zone for referees – 10m in from each sideline. (show on diagram).  By staying focused on the play, you can spot these interchange opportunities – eg. when there is a change of possession such as:   * 6 and change; * Ball to ground; * Half caught etc.   (indicate if this will be practiced in the practical session later. NB. You will need sufficient participants to do this drill).  **Practical (Optional)**  When doing the practical part of the course (whistle blowing, signals) it would be useful to spend a couple of minutes walking through a referee interchange at change of possession – demonstrating positioning and angles of running for both referees (is this too in depth/advanced?) |  |

# Module 8. Scoring

### Purpose:

The purpose of this module is to illustrate how a try is scored by a player, the try procedure including the correct signal and whistle, and marking the scorecard.

It will also cover what happens if the half attempts to score, as well as actions within the 7m line

### Outcomes:

At the end of this module, referees will be able to:

1. Demonstrate an understanding of the actions near the 7m line
2. Be able to define the method of scoring
3. Identify who cannot score, and what happens if the half attempt to
4. List the key steps of the Try procedure (practical to be included elsewhere)
5. Be able to mark the scorecard correctly

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at how a try is scored by a player, the try procedure including the correct signal and whistle, and marking the scorecard. |  |
|  | **Say:**  Basically in order for a player to score they must put the ball down in a controlled manner, on or over the line, 1 point is awarded for a correct try.  **Ask:**  What do you think we mean by ‘control’?  *Wait until all attendees have the same understanding of this.* |  |
| Say:  Imagine a situation where the defenders are on or behind the 7m line, and the ball is outside the 7m.  The defence are stood on their score line, with attackers provided with zero opportunity to score. It’s stalemate!  The defence policy or Mexican Standoff rule was introduced to help create an opportunity for the attacking team to score.  If the defenders are on or within their 7m, and the ball is outside the 7m; defenders are to move forward from their scoreline and continue to do so until a touch is affected.  *Explain also when this ends – at the next touch, or if the ball comes within the 7m zone.* | Or  4 Simulation  Videos. |
|  | **Say:**  The key steps of the try procedure are:  Pre Check   * Check for any infringement * Check the player is not the half * Check that the correct scoreline has been used   Positioning   * Once these things are ok, take two steps back * Check for all clear signal from buddy referees (where applicable)   Signal   * Award try using correct signal, and whistle tone *(show)* * Mark the scorecard (make this a part of the procedure) * Marking the scorecard is critical for game outcomes, and in some games referees will need to note the player number.   The half is not allowed to score a try. A change of possession occurs and play restarts at the 7m line.  *Explain that this is irrespective of whether the half has let go of the ball, it is the intent to score that results in the change of possession* | C:\Users\blumenfb\Desktop\2 Demonstration.jpg |

# Module 9. Referee Positioning

### Purpose:

The purpose of this module is to present the concept s of 7m control, positioning on the scoreline, as well as positioning as a support referee. It will present the reasons ‘why’ referee positioning is important, the outcomes that can be achieved and the tools and techniques involved.

The module will follow on to the practical session centred on ‘how’ (separate module)

### Outcomes:

At the end of this module, referees will be able to:

1. Understand the reasons why referee positioning is important.
2. Identify 3 critical situations where refereeing positioning is important.
3. Have a basis of understanding prior to the practical exercise

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at referee positioning and how this enables a free flowing game. |  |
|  | **Say:**  The three situations where referee positioning is critical to positive game outcomes are:  1. 7m onside line (set and control)  2. Scoreline  3. Sideline  Our ability as a referee to adequately communicate the position of the 7m onside line is critical to the success of a game. Without a well defined and controlled 7m line, the area between the attacking and defending players narrows/shortens, leaving less space to actually play the game.  The outcomes of this are errors and rule infringements, which break down the game – which typically causes player frustration with their opposition and with the referee. |  |
| **Ask:**  **Can you think of a game where the 7m line wasn’t controlled? How did this impact on the game? On your levels of enjoyment?**  *Draw out through the discussion why it’s so important for the referee to control the 7m line.*  **Say:**  Fundamentals for the on-field referee’s position include:  1. Keeping eyes on the ball at all times  2. Maintaining a lateral position 1-2 players (5-8m approx.) wide of the roll ball  3. Using the appropriate width of the field  Note:  *Highlight the importance of why referees are to move as soon as the Half picks up the ball. How to do this is part of the practical session (so keep this short)* | 5 Activity |
|  | **Say:**  The importance of referee positioning ties not only into communication but also into (decision) credibility. This is especially true around the scoreline. Referees are to use the full width of the field on the scoreline and sprint to follow the ball as it is moved wide.  Note:  *Emphasise the importance of being in the right position on the scoreline.*  Fundamentals for the sideline support referee’s position include:  1. Keep up with play  2. Keep line of sight with on-field referee  The completion of the module will tie referee positioning into a form of communication to link to the following module  **Ask:**  **As a referee if you don’t have a clear line of sight when someone scores, what is the reaction of the players?**  (discuss) | 4 Simulation |

# Module 10. Communication

### Purpose:

Participants will be provided with a basic understanding of effective communication. This will cover the various forms of communication used by a referee, how to use effective communication to set the tone and control the game.

### Outcomes:

At the end of this module, referees will be able to:

1. Understanding of what is effective communication (preventative and informative)
2. Understand the various forms of communication used by a referee.
3. Understand the importance of non-verbal communication.
4. Understand how to use communication techniques to control and facilitate the game
5. Understand how good positioning contributes to effective communication

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at the importance of effectively communicating with players and how to use different techniques to control the game. The referee’s tone and way in which they communicate will set the mood for the game. |  |
|  | **Ask:**  As a referee, what do you think are the different ways we communicate with the players?  Answers should include:   * Whistle * Signals * Verbal * Non verbal * positioning | 5 Activity |
| **Say:**  Communication is the imparting or exchanging of information by speaking, writing, or using some other medium.  Imparting   * Make (information) known.   Exchange   * an act of giving one thing and receiving another (especially of the same kind) in return. |  |
|  | **Say:**  The way in which we take in information is affected by our physiology, our environment, as well as our internal filters.  In terms of physiology, this means how well can someone hear or even see.  On a touch pitch, there are a number of environmental factors which come into play – other people’s voices, background noise, wind etc.  Finally we select what we will pay attention too by running information through our internal filters.  These filters can be made up of our experiences, culture, values, beliefs, personality, age, gender etc.  That’s quite a few factors that impact how effectively we are able to communicate the message we want to impart to the players. |  |
|  | **Say:**  Now bearing in mind the elements which play a role in what gets through to us in the first place, the next thing to consider if what type of information gets through.  Voice-Tone – 38%  A key part of being a referee is vocal communication. The definition of this type of communication is what we know as speech or vocal. Speech is the vocalized form of human communication. It is also the expression of or the ability to express thoughts and feelings by articulate sounds. It is mainly produced by a formal address or discourse delivered to an audience.  Body Language – 55%  The most widely used type of communication in the world comes from body language. This relates back to a referee as the use of signals and gestures help others to understand more effectively what the referee has identified.  Body language is the conscious and unconscious movements and postures by which attitudes and feelings are communicated.  Words – 7%  Used quiet often as a referee you would be surprised at the amount most people actually retain when using spoken words.  Words are otherwise defined as a command, instruction, order or a signal. These help to transmit precise information quickly. |  |
|  | **Activity:**  *Hand out the listening and comprehension skills questionnaire. Ask people to complete this. Then go through their results.*  **Ask:**  **Can you think of your experiences of different referee’s communication styles. What worked well? What didn’t work well?**  **What have you tried?** | 5 Activity |
|  | **Ask:**  **How much can you realistically communicate during a game?**  Walk participants through each stage of the game (pre; during; post) and the impact of effective communication at each stage.  **What if English is a second language for some of the players? How would you need to adjust your communication sytle?** | 5 Activity |
|  | **Ask:**  **How could you as the referee positively impact the game through communication?**  Answers/discussion should cover:   * preventing penalties * defusing a tense situation * building rapport/trust * allow teams to take advantage faster | 5 Activity |
|  | **Say:**  Consider the scenarios on the screen. How would you approach the situation? What could you say?  The referee has an opportunity to prevent penalties by communicating early. You won’t always be able to prevent these, but using effective communication can keep the game flowing and ensure that the attacking side is able to run their plays.  (provide examples from your own experiences about preventative communication.)  Remember your role as a referee is to keep the match fun and as free flowing as possible. Your communication is critical to keeping the tone/mood of the game enjoyable. | 5 Activity |
|  | **Say:**  Another great way of communicating with players is through your position on the field.  We’ve already talked about how important it is to control the 7m line verbally, where you are positioned is equally if not more important.  We’ll practice positioning in the practical element of the session. |  |

# Module 11. Conflict Management

### Purpose:

The purpose of this module is to help referees understand where conflict comes from and how to prevent the vast majority of conflict from occurring. It will go on to demonstrate the escalation sequence for repetitive offences. Finally it will deal with a discipline report and how to fill one in.

### Outcomes:

At the end of this module, referees will be able to:

1. Identify potential sources of conflict

2. Employ techniques for the prevention of conflict

3. Understand how to escalate discipline for repeated offences

4. Fill in a discipline report

5. Know where support is available if required should a dispute or conflict occur

6. Know the boundaries of a referee’s control

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at how to prevent conflict from happening on the field and how to effectively manage it when it does. |  |
|  | **Say:**  The referee has authority over players, coaches and officials of both teams and control over the playing area extending within and from the boundaries of the field of play to an area covering all substitute players and team officials involved in the game.  As we discussed in the previous module effective communication is critical to player management. Good communication at the right time can often help prevent a situation developing into a conflict.  A key step in avoiding conflict is having a good rapport with the players.  **Ask:**  **How have you built rapport with players? If you haven’t referee’d before, how would you go about building rapport?**  *Ensure that the discussion includes the captains talk at the start, using humour, timing of communication, half time talk etc.* |  |
| **Say:**  Referees are commonly subject to conflict and this usually comes from 4 areas:  1) teams are frustrated with themselves and their lack of skill;  2) teams are frustrated by the skill of the opposition;  3) teams are frustrated with the rulings / actions performed by the referee  4) players who have little knowledge about the game get frustrated when they get picked up and they don’t know the rules. |  |
|  | **Say:**  Employing techniques to manage this conflict is critical, and it all starts before the whistle.  Confidence, appearance, setting expectations and the attitude of the referee at the toss all come across to the players. Why would they listen to a sloppy referee who clearly doesn’t want to be there?  Your attitude sets the tone for the game. So make it a fun one!  7m control is more often than not the root cause of players frustrations, but it can also be perception of inconsistent rulings and/or decision credibility.  Players want room to play, and be subject to the same rules.  **Ask:**  **What happens when players feel that a referee is being inconsistent?**  (allow short discussion) |  |
|  | **Say:**  You’ve tried using humour and drawn upon your rapport with players to ensure that the game is kept fun, but still competitive. Unfortunately you can’t control how some people will react to a given situation or control for the ‘red mist’.  **Ask:**  **What options does a referee have to control misconduct or situations that are escalating?**  Discussion should bring out:   * consistent 7m control and rulings * verbal warnings * chat with the captains/coaches * forced sub * period of time   **Say:**  Sending someone off the field is serious and sends a message to both teams. It tells the players that they type of behaviour is not acceptable and that you will take control to ensure it’s fun for everyone else.  It also gives the player an opportunity to cool off.  Sending someone off for a period of time is the last resort. It needs to be for behaviour that is completely unacceptable. The period of time you send them for is up to you, general rule of thumb is to fit the time to the offence. Two sets of 6 is a good starting point.  The decision of 10m penalty, forced sub or period of time is not necessarily a sequential process. It will depend on the severity of the offence.  Sending someone for a period of time does not normally require a discipline report. A report is only done if you have sent someone off for the remainder of the game, or they were off once the hooter has gone and you have signalled the end of the game. Sent for the reminder of the game is an automatic two match suspension.  *If you have one, you can use an actual example and show on screen (with names changed).*  On the screen is the escalation diagram, the situations in red show where a disciplinary report is required. |  |
|  | **Disciplinary Format – how to fill out** |  |
|  | **Say:**  If you haven’t already, I recommend you read the code of conduct, which covers players, managers/coaches, referees and spectators.  There are also plenty of support networks available to you – your NDR and ERC. |  |

# Module 12. End of Game

### Purpose:

The purpose of this module is to discuss the procedure for ending a game – when to do it, situations where play may need to continue and result required games which end in a draw after ‘normal’ time

### Outcomes:

At the end of this module, referees will:

1. Be able to perform the signal and use of whistle for the end of the game
2. Be aware of situations where play may continue beyond the hooter
3. State the actions required during result required games, if the scores are tied
4. Be able to describe in detail the scorecard procedure at the end of the match
5. Understand when the match expires at half, full and extra time.

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to discuss the procedure for ending a game. |  |
|  | **Ask:**  **What happens at the end of half/full time hooter?**   * The referee signals the end of half/game.   ***Follow on question****:* Is the game over as soon as the hooter sounds?   * Once the hooter has sounded, and the ball becomes dead (eg. ball to ground), the referee will signal the end of the half/game. It is only at this point that the play stops.   **What happens if there is a penalty after the hooter?**   * The referee signals the penalty and play continues until the ball becomes dead.   **What is the signal and whistle tone for end of game/half time?**  (demonstrate in practical session)  **What if it’s a knockout game and the scores are tied at full time?**   * It becomes a drop off situation (briefly discuss)   **What happens to the scorecard?**   * The referees check the score with each team at half time, and full time. Then asks the captains to sign the score card at the end of the game.   ***Follow on question****: what happens if one/both teams dispute the score?*   * Signing the card verifies score only – any other issues should be referred to event administrators / tournament control. | 5 Activity |

# Module 13. Sports Official’s Responsibilities

### Purpose:

The purpose of this module is to highlight the importance of the officials’ responsibilities before, during and after a match and a duty of care. It will also emphasise that juniors are involved in Touch, and therefore particular attention and care must be taken to ensure their protection.

### Outcomes:

At the end of this module, referees will be able to:

1. Identify reasonably foreseeable risks to themselves and players.
2. Understand the duty of care
3. Understand the importance of facilitating a match.
4. Clearly understand the implications of minors participating, and more importantly understand and carry out the methods to ensure their safety.

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **Say:**  In this module we are going to look at the Referee’s duty of care. |  |
|  | Say:  Referees’ priority is to ensure that players’ and all referees’ safety is not compromised. Referees have a duty of care through their role for all participants, and must ensure that they have the ability to anticipate reasonably foreseeable risks.  Foreseeable risks may include a pothole on the pitch, long finger nails, metal studs, proximity to other playing fields, obstructions near the pitch.  This is why doing a field and player inspections prior to the first match are so important.  Once you’ve identified a risk, your role, together with the event organiser is to mitigate these risks. Such as filling the hole, removing earrings, cutting fingernails, or in situations where you can’t fix the risk - abandoning the game.  Assessments need to be carried out continually as something may have change during the game or the day. For example a new player may come later in the day or the pitch conditions may have changed.  As a referee your official responsibilities are also to  a) enforce the rules of Touch,  b) facilitate the match.  We’ve already talked about enforcing the rules, particularly in regards to over-physical touches and verbal abuse of players/officials. The latter is also a core responsibility - to allow players to express themselves and their abilities to the maximum within the rules of the game. |  |
| **Say:**  We are going to touch on referee responsibilities when there are juniors participating. There are some great resources that have more information about this on the Touch Europe website.  As a referee, we need to be mindful of junior’s mental and physical state.  Juniors are entitled to participate in an enjoyable and safe environment, and in addition all young people are entitled to a duty of care and to be protected from abuse. This means taking action to safeguard children and to report any concerns about their welfare. It is not always easy to differentiate poor practice from abuse. It’s not the responsibility of the referee to determine whether or not abuse has taken place, this is the domain of child protection professionals.  While there are boundaries between refereeing a game, the duty of care, and the child protection issues. It’s good practice for you to be aware of some of some principles when refereeing juniors: (these are on the slide)   * Be an excellent role model, do not drink alcohol or smoke when refereeing young people. * Respect the developmental stage of each young person and place their welfare before winning, club or personal achievements. * Conduct all coaching and discussions in an open environment (easier when you are on the pitch!); avoid one-to-one coaching in unobserved situations. * Maintain a safe and appropriate relationship with players; it is inappropriate to have an intimate relationship with a young person (under the age of 18). * Avoid unnecessary physical contact with young people; contact can only be made for safety reasons and where there is no other way of coaching the technique. If contact is required, it should be neither intrusive nor disturbing and the players’ permission must be sought. Contact should be led by the child not the adult, eg when a child is distressed or celebrating a success.   The following is deemed to be good practice and should be adhered to by all referees:   * Never spend excessive amounts of time alone with one child away from the others. * Never take children to your home where they will be alone with you. * Never engage in rough, physical or sexually provocative games, including horseplay. * Never share a room with a child (unless it’s your own!). * Never allow or engage in any form of inappropriate touching. * Never allow children to use inappropriate language unchallenged. * Never make sexually suggestive comments to a child, even in fun. * Never reduce a child to tears as a form of control. * Never allow allegations made by a child to go unchallenged, unrecorded or not acted upon. * Never do things of a personal nature for children or vulnerable adults that they can do for themselves. * Never invite or allow children to stay with you at your home.   There are a large range of indicators of abuse and bullying, and while no means exhaustive, the below gives some things to look out for:   * Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries. * An injury for which the explanation seems inconsistent. * The child describes what appears to be an abusive act involving him/her. * Someone else (a child or adult) expresses concern about the welfare of another child. * Unexplained changes in behaviour (eg becoming very quiet, withdrawn or displaying sudden outbursts of temper). * Inappropriate sexual awareness. * Engaging in sexually explicit behaviour. * Distrust of adults, particularly those with whom a close relationship would normally be expected. * Difficulty in making friends. * Is prevented from socialising with other children. * Displays variations in eating patterns including overeating or loss of appetite. * Loss of weight for no apparent reason. * Becomes increasingly dirty or unkempt. |  |

# Module 14. Practical Session

### Purpose:

The purpose of this module is to give the new referees an opportunity to practice the hand signals, whistle tone and positioning necessary for Level 1.

### Outcomes:

At the end of this module, referees will be able to:

1. Demonstrate the signals required for a level 1 referee
2. Understand and demonstrate different whistle tones for penalties and change of possession
3. Practiced positioning and using the signals, verbals and whistle in a game situation.

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| Timing | Instructor Guidelines | Training Method |
|  | **Introduction to the Module**  **You will need a reasonable space outside to practice the drills. You should have whistles, balls and cones available for this.**  **Say:**  Let’s put all that we’ve learnt so far into practice! |  |
| 60 to 90 mins | You can do this section in a number of ways but some good principles are:  Tell – tell the participants what the signal is / verbal command  Show – demonstrate for them  Do – they demonstrate this back to you  Hand everyone a copy of the level 1 evaluation form so that they know what they will be assessed on.   * Start of play * Ball to ground * Try * 5th touch * 6th touch * Half caught * 6 again * Penalty * Penalty – forward pass * Penalty – touch pass * End of play   Run through the signals for all of the level 1 requirements as well as the other less common ones. |  |
| If you have enough people, you can do a game scenario, rotating the referee role amongst everyone to ensure they have an opportunity to practice.  Areas to practice:   * Signals * Setting a 7m line * Controlling the 7m line * Maintaining the touch count * Verbal communication * Positioning   Make sure after each person has a go, you provide them with coaching tips and feedback on how they went. |  |

# Referee Signals

