

Livermore Referee Association



Referee Calendar of Events



October 28th Livermore Referee Association Meeting
October 26-27th Livermore Boys Halloween Classic
Nov. 30-Dec. 1st Livermore Thanksgiving Invitational
December 1st Fun Run 8 AM Foothill HS, Pleasanton

Meeting Agenda

LRA Meeting October 28th

Bill Miller, the Head of Instruction for district III will be our speaker. Bill is one of the best at teaching refs how to get it done. (Editor's note: The five minutes of feedback Bill gave me five years ago convinced me that refing was for me!) See you there! Don't forget, our meetings are always catered to our crack refreshment staff, and have door prizes. We especially encourage our new refs to attend. Meetings begin at 7:00 PM at the Livermore Police Department's Community Room at 1110 S. Livermore Avenue, Livermore, CA.



The Season is underway, be ready!

Keep your availability current. It's very easy to do, simply fill in the availability calendar at our website www.livermorerefs.org. Or send an email (assignor@livermorerefs.org or hintonref@attbi.com). Fill in the days and times that you expect to be available to ref.

As you (should) know, the Livermore Youth Soccer League has asked the Livermore Referee Association to adopt a "Zero Tolerance" policy toward inappropriate behavior by coaches and spectators. What does this mean? What should you do? Does this mean no warnings before sending off a coach? Do referees no longer have discretion? in sideline management? Is this really something new? At the October LRA meeting (28 Oct from 7:00 - 8:30), we will talk about what this policy means for you. Bring your questions, examples, and suggestions to this most important discussion.

On the Field

As an occasional feature, we will be presenting game situations that call for applying both the laws of the game and the “spirit of the game”. These are often some of the toughest calls a referee has to make. We’ve asked a few of our more seasoned referees to evaluate the following situation, tell us how they would handle it and why. *Disclaimer: This exercise is for entertainment purposes only and reflects only the opinions of the referees themselves. It does not, in any way, constitute official guidance from anybody. That only comes from certified USSF instructors.*



“You are centering a U12 house game Red Division. At a shot on goal, a fullback, in the PA, jumps up and grabs a ball that was on its way into the goal. It’s obvious from the shocked look on her face, she wasn’t thinking about what she was doing and she immediately drops the ball like a hot potato. Tell us how you would deal with this situation. Would you handle it any differently in U10s.”

This is how I would handle it



There are two parts to this situation that the referee must rule on: the restart and the punishment. I believe the restart is straightforward to call, it is a penalty kick. The punishment is much harder to judge. I believe the intent of the rule to red card a player for handling the ball to stop a goal was put in place to ensure stern punishment is handed out by the ref when a player is trying to gain a second chance for his goalie to prevent the score by stopping the PK. I don’t believe U12 girls red division player is playing with this intent when handling the ball. So I would award the attacking team a PK and not issue a red card to the U12 player. The U10 player would get the same accommodation for the red card and the LYSL rule states an indirect kick from the spot of the foul.

I don’t have a good answer for what age I would start giving a red card in this situation. I’m sure I would red card an U16 class 1 player and probably the U14 class 1 player. I would judge the experience level and age to determine when to hand out the red card.

Gordon Krauter





Part of our job as referees for the younger kids is to help them learn the game. This is why we give them one second-chance on technical things like a bad throw-in. However, when they commit a major, serious infraction, even accidentally, they must learn that the game demands sportsmanship and that there are consequences for these actions. Therefore:

I blow the whistle loudly, and point to the penalty spot, stating loudly (but not angrily) "Penalty kick for deliberate handling within the penalty area. Everybody except the keeper please stand outside the penalty area, outside the penalty arc." While the players are moving outside the area, I ask the offender to step aside, away from the other players. I say to her, calmly, and with no anger or excessive sternness (the penalty is to be ejected, not to endure a chewing-out at the hands of a heavy-handed adult), "You need to understand that what you did is very serious. I know you did it instinctively, without thinking, but nevertheless you prevented an obvious goal scoring opportunity by handling the ball. The rules require that I show you the red card, and that you can no longer participate in today's game. " I then show her the red card, and direct her to leave the playing field (for U12 House or below, I probably don't require her to leave the bench area). The only difference between my handling of this with a U12 and an older group is that I take time to give a full explanation for my actions, to the offender, the other players, and to the coach.

For the U10s I take this a step further. When I take the player aside I may take them all the way to the bench area, so their coach is nearby. When I speak to them about the infraction, I'll get down on a knee, so that I'm speaking face-to-face, and not towering oppressively above the player. I am especially careful to show no anger or excessive sternness. But I will still hold the red card high so that all can see it. Again, I make certain to explain to all other players and the coach what I am doing. (Also, of course, for the U10s there is no PK, so the restart is an IFK from the appropriate location.)

Van Henson

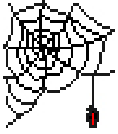


A question for all you clever refs out there.

1. Define: "interfering with an opponent"
2. Define: "interfering with play"

Answers on page 4





Hey Ref! What are you gonna do?

1. What a wild game! You are centering the U14 Boys Class I semi-finals of the Clover City Invitational. You are only now catching your breath after a full game and two overtime periods of back and forth full-tilt soccer with a final score of 2-2. You are into KFTPM and the Ajax and Storm are still tied after two kicks each. You are into the rhythm of this now. The next Ajax kicker has come up, you have shown him the mark, handed him the ball and told him to play your whistle. You turn to keeper, ask if he is ready and move to take up your position. Suddenly, BANG-WHOOOSH-CLANG! The Ajax kicker rockets a shot from the penalty mark right past your ear. It ricochets off the post and bounds off onto the field. What's with this kid, can't he follow simple instructions? You give him your best glare, and ...
2. That Roadrunner striker wanted the ball just a little too badly and you've whistled her for pushing a Rebel fullback right at the top of the Rebel's PA. The Rebel goalie comes out to take the kick. The Roadrunners quickly set up ten yards off and the Rebel goalie trots up ready to send the ball flying up field. This kid can really kick and her teammates begin their runs as she nears the ball in anticipation of starting their attack. This time though, the goalie takes a divot and the ball rolls out of the PA about ten yards. A Roadrunner midfielder spots the miss-kick and takes off for the ball. The goalie sees her makes a determined run to beat her to the ball. The goalie has speed on her side and beats the midfielder to the ball by several strides. She reaches the ball and sends it flying with a sweeping kick. The ball slams right into the onrushing Roadrunner midfielder and bounds right back, and into the goal. You almost swallowed your whistle. Ok, let's get this sorted out. You ...



Answers on page 8



OK what was your answer, clever Refs!

1. Interfering with an opponent means "preventing an opponent from moving towards the ball. Interference can also include active physical or verbal distraction of the goalkeeper by an opponent as well as blocking the view of the goalkeeper.
2. Interfering with play means moving towards the opponent or the ball and thereby affecting how play develops. It is not necessary for a player to make contact with the ball or with an opponent to be judged as interfering with play.

From "Advice to Referees"





ARTICLE

My Excellent Adventure in Dublin

Like many of you, I am thoroughly hooked on refereeing soccer. From the moment I first entered the classroom and Michelle and Duane began teaching me the rudiments, I've derived a great deal of satisfaction and enjoyment from officiating the Beautiful Game. Since I enjoyed it so much, I naturally reached out for the most variety in types of games I could get, including High-Comp, adult recreational, and high school games. As this season approached, I realized I was closing in on 200 games, most of them affiliated, and many of them centers. It was natural to consider upgrading from a Referee Grade 8 to a Referee Grade 7, and I set that as one of my goals for the season.

Going from Grade 8 to Grade 7 entails four requirements. First, one has to officiate 100 USSF-affiliated games, with at least 75 games as Referee in the DSC Next, one has to pass the physical ability test, which at my (advanced) age comprises running 1800 meters in 12 minutes and then immediately sprinting 200 meters in 40 seconds, followed immediately by sprinting 50 meters in 9 seconds. Third, one has to pass the written examination on the rules with a score of 85/100 or better. Finally, one has to be assessed in the performance of Referee in one game at the competitive level of U19 or higher.

I went into the season with nearly 200 games, so that requirement was easy. Knowing that I was going to upgrade, I did ask for some extra work in high-level matches; I was given several "plum" assignments (thank you, John): several U17B class 1 tournament centers, a few U15B and U16G class 1 & 3 centers and lines, a U16G State Premier League center, a U19B center and several U19B&G lines. I also got some high-level work in by doing some out-of-town tournaments (in one such game, I found myself in exalted company: I was on one line, a National Referee was on the other, a State Referee was in the middle, and Brian Hall was the coach of the team on my touchline!).

Then came the "Fun Run," the physical test. Really, running 1800 meters in 12 minutes isn't that tough if you've been doing lots of games and working out to prepare for it. With knees approaching a half-century in age, I do no running except on the soccer pitch. My workout preparation consists mostly of bicycling. I also play sports to stay fit. I used to play softball, but after the second time a softball incident resulted in surgery I decided the sport was way too rough, and now I only go for safe sports: I play hockey. Doing the Fun Run wasn't excessively challenging; still, it WAS a workout, on a very muggy evening, and by the time that I'd done the twelve-minute run and the sprints I had sweat literally pouring off me.

Next up was the rules test, which immediately follows the Fun Run. I'd been studying the rules a lot in preparation, so I was pretty confident going into that. The most challenging part was trying to write the answers without ruining my test paper with the rivers of sweat pouring off by face and arms! I passed with a 92. I'm sure they'll change the rules on the eight questions I missed...



Article cont.



Which leaves us with the assessment, and brings me to the main topic, "My Excellent Adventure in Dublin." For my assessment I was assigned to center an U19G Class 1 game between the Dublin NC Crew and the Livermore Elite, with the game held on Dublin's Camp Parks field. I'd done my homework, so I knew the records of the two teams, including the result of their previous match this year. I'd also scouted them, attending one game of each team two weeks before the assessment match. The ARs were both Dublin referees, one of whom I'd worked with before, at the Ballistic Tournament. The Assessor turned out to be none other than Bill Miller, the District 3 Director of Assessment.

I was ready, and excited. I arrived early- about ninety minutes before game time. There was no early game, so I had plenty of time for a slow, careful field inspection. The ARs arrived early enough that we had time for a very thorough pregame conference. Finally, it was game time.

The game turned out to be a rather chippy affair. Both teams played long-ball a bit more than a passing game, so the ARs and I all got in a lot of running. My training certainly paid off here, as I covered a LOT of ground. I was pleased with my fitness level, and took great delight in the 88th minute when I found myself sprinting past most of the players on a long breakaway. On the other hand, although I felt I had the game under control, I also felt throughout that it was on edge and could slip away at any time.

There was one incident that nearly cost me dearly. In the second half, with Dublin leading 2-1, the Dublin team mounted a strong attack. A shot was taken and the Livermore keeper leapt and caught the ball over her head, and proceeded to fall over backwards, landing on her stomach, the ball in front of her and resting on the goal line. Had it crossed? From my vantage point, near the top of the PA, it looked as though it had. The keeper jumped up and began to run out to punt the ball away. I look over to the touchline. At that instant, the AR was standing about 2 yards off the goal line, drifting slowly up field, with her flag raised. As I caught her eye, she turned and started running up the line. There's no doubt in my mind what she was signaling, we'd covered it in the pregame: ball in-and-then-out of the net, raise the flag, get my attention, then sprint up field. Goal! So I awarded a goal. And the Livermore team and sideline went ballistic. It cost me several verbal warnings and two yellow cards to get things settled down.

The rest of the game was REALLY chippy. Livermore came back to score two in the last two minutes to salvage a tie. The game mercifully ended. I'd escaped without losing control entirely, and, overall, felt pretty darn good about it.

Enter Bill Miller, and the real educational side of the assessment. He had a LOT to say, and everything he said was incredibly apt, incisive, and helpful. It was a revelation. I've not been assessed before, so I don't know if it is always that way, but I think I learned almost as much about refereeing in the forty minutes we talked (yeah, forty minutes!) as I had in the 200 previous games! I had expected Bill to focus on my positioning, my foul recognition, my use of advantage, and my ability to keep up with play- all the things I'd been concentrating on while preparing for the match. And he certainly had comments in all of those areas, but they were



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Article cont.



all secondary to his main theme, which was, PERCEPTION. His main point, which he emphasized by using numerous situations from the game, was that to develop in Grade 7 it is assumed that I would know the basics and my development must henceforth focus on managing the game by causing the players, the sidelines, the spectators to have the *perception* that I'm fair, that I recognize the elements of the game, and that I'm in command. He used as an example the disputed goal. He asked me why I had not run over to the AR and conferred. When I replied that it was because her signal was clear confirmation that she had seen what I'd seen, Bill pointed out that although the AR's signal was unambiguous to me, it was not so to the players, coaches, and fans. I knew a goal had been scored, but when *they* looked, she was no longer on the goal line in position to see the play (having drifted up field), and that her flag-then-sprint was not something the players, fans, and coaches understand. So I should have run over to her and conferred (even if all I said to her was, "I know what you called and I agree, but I have to sell the call so please point at the goal, nod your head, and make it look like we're engaged in conversation..."). He reminded me that just a few minutes earlier, at the other end of the field, I had run over and conferred with the AR before awarding a goal (player in an OS position, not interfering with play). Doing so in this later incident would have made the call much easier to sell, and very likely would have avoided the two yellow cards.

Bill had numerous other points to make. He suggested that I was perhaps too slavishly sticking to the diagonal, that I tended to use one verbal warning so often that it became ineffectual, that I hadn't dealt with players charging the goalkeeper as effectively as I might have; a host of relatively minor points. But again and again he returned to the theme of what might I have done differently in this situation or that situation to alter the perception of the players, coaches and spectators to make them feel that I have things under control. Some were simple tricks. For example, instead of "see foul, stop, blow whistle, point direction" I could "see foul, run-like-heck-while-blowing-whistle" so that by the time my whistle-stops sounding I'm significantly closer to the spot of the foul. People note where the referee is when the whistle stops- this gets me closer and reinforces the notion that I'm right on top of play. Others were subtler, such as suggesting that I could use the team captain, asking them to calm a player down so I don't have to issue a card, rather than confronting the player myself. As I said, we talked for 40 minutes, and they were among the most educational 40 minutes I've spent since I began officiating.

Oh, by the way, I did pass the assessment. But my excellent adventure in Dublin made me realize that "turning seven" isn't an end in itself, or even a marking of a big accomplishment; it's just the indication that my education as an official changes focus. The major part of the learning curve (and, I suspect, the majority of fun and satisfaction) is still to come.

Van Henson



Hey Ref, What are you gonna do?

1. You caution and show the yellow card to the kicker for unsporting behavior (taking the penalty kick before the signal was given) and retake the penalty kick. If the penalty kick is taken before the referee has given the signal, the kick has been taken incorrectly and therefore not put into play correctly. The penalty kick must be repeated in this case, no matter what the outcome of the incorrectly taken kick.



2. You award the goal. If the goalkeeper kicks the ball again after it leaves the penalty area, she has committed a “second touch” and the other team would normally be awarded an indirect free kick from the place where the keeper kicked the ball. However, in this case, the intelligent referee would invoke the advantage clause and award the goal.

Thanks to Jim Allen's "Ask the Ref" website



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Happy Halloween

