


U.S. Soccer Referee Program

Referee Mentor Resource Document

P.E.A.C.E. Model and Instructional Phases

This document is meant to be a resource for the Referee Mentor Course In-Person Meeting coaches (course facilitators) and candidates. The primary focus here is to expand on the P.E.A.C.E. Model and Instructional Phases as it relates to the Referee Mentor Course. Most of the slides are followed with notes for your reference.

EDUCATION PHILOSOPHY	EXPECTATIONS
 <ul style="list-style-type: none">• Reality-based<ul style="list-style-type: none">• The game is what drives behavior, decision-making, and reflection for the referee• Holistic approach<ul style="list-style-type: none">• Input and consideration for all interconnected aspects of the game, the referee, and the desired outcome• Experiential learning<ul style="list-style-type: none">• Evaluation, analysis, and reflection of experiences to develop competencies as a referee and improve behavior	 <ul style="list-style-type: none">• Focused• Provide feedback• Accept and build from constructive criticism• Commit to self-development

Those of you who have experience with education and/or training activities will recognize elements of what this course will be presenting because it is well-grounded in educational theory and practice. Nevertheless, the learning environment for a referee is in many respects unusual in that, first, it is only partly intellectual in nature. There are the Laws of the Game, procedures, and guidelines which you must teach, but what the student must learn is how to apply this information to a soccer game.

Second, you will often be faced with a classroom of very mixed ages, genders, interests, and reasons for being there. This diverse collection of learners can create some additional challenges not seen in a traditional educational setting.

Third and finally, your students will be expected from the very first day after completing your instruction to take charge of an outdoor group activity and guide it to ensure safety, equality, and enjoyment of all participants.

To make this work, everyone will need to keep their attention focused on our objectives. To the greatest extent possible, you will need to shut out all sources of outside distraction. This is critical because your effectiveness and chances of success will translate directly into the effectiveness and chances of success of the referees you will train. Without your full attention, you may miss an essential element of what you should be learning here and that missing element in turn could cause problems in the referee's games.

You must also listen to your fellow students and to peer when they provide feedback on your work. As a group, you probably bring into this class different and varying kinds of experience, but everyone is expected to improve. That improvement comes from working into each presentation what you learned from doing the earlier presentations. The measure of what you learn is not how you perform at the start of the course but how you perform at the end.

EXPECTATIONS



- Respectful and friendly
- Create and maintain positive, learning environment
- Open-minded
- Participate

In addition, everyone in the course should be committed to being respectful and providing constructive feedback in order to create a positive learning environment. All observations are worth offering, if done respectfully, and should be received in the spirit in which they are intended. In part, you are here to learn what U.S. Soccer has to say about teaching youth and adult referees about officiating soccer. While we are always learning new techniques, the basics are well established. Many of them may be new to you and, if so, you must be open to them because they have proven to be effective.

Finally, nonparticipation is not an option. Your fellow students, particularly those in your immediate work group, need your active involvement in all parts of the process; before, during, and after each presentation. As one of the audiences for the student who is presenting, you owe him or her your attention and your willingness to help provide a realistic portrayal of the audience at which the presentation is aimed. You are expected to provide the presenter your best efforts to be involved in any active participation activities the presenter is using.

Follow the golden rule and give at least the same level of effort and assistance you would hope to receive while you are preparing and practicing a presentation.

Platform skills have to do with your personality and include how you sound, what you look like, your friendliness, openness, self-assurance, voice, tone, gestures, and movement. **Engagement** refers to your ability to connect with your audience and your ability to make them connect with one another. Effective engagement means that you are getting through to your students because they are participating in the learning process. There are numerous engagement techniques, and these are better developed with planning and practice. Some are very simple like answering questions, some are as complicated as role playing, but all of them reach out to the students and

result in their actively participating to become a part of the lesson being taught. **Audience** means understanding the type of learners and students you are teaching. To some extent, this is a function of what level referee you are working with, but you should also be able to make the materials relevant based on the experience, age, understanding, styles of learning of your students. **Content** accuracy is critical for a referee mentor. The classroom materials have been extensively reviewed for accuracy but, to make them yours, you must be able to enhance them with terminology, instructions, statements, and answers must be correct for the level of understanding needed by your students. **Environment** means what you must work with while teaching. It includes props, visuals, and devices such as projectors and speakers. It also refers to the room itself, how it is arranged, it's temperature, and even the availability of restrooms. None of these elements stands alone. Each is connected and related to others, and U.S. Soccer recommends that all five are considered to instruct effectively.

P.E.A.C.E. MODEL



- Platform skills
- Engagement
- Audience
- Content
- Environment

PLATFORM SKILLS



- Professional
- Friendly
- Relatable
- Knowledgeable
- Be ready to perform

If you are involved outside of soccer in any educational or training activities, you have probably already begun developing your style when talking with or to students. While this is generally a good thing and may give you, a head start on the platform skills element, remember that your referee audience may differ significantly from the types of students you work with on a regular basis. Consider how your demeanor, manner of speech, or use of examples differ with a different audience or if the audience is of mixed ages. Being professional as a mentor in the U.S. Soccer Referee Program means looking and acting the part. Make sure you are presenting yourself in a professional capacity and be

sure that you know what it is you are there to teach about. In addition, being relatable and friendly are almost always a universally good thing because it helps to build rapport with the students. You might have these traits already but if not, that is okay too so long as you work toward developing them.

Early in your career as a mentor, it might take more effort to push these qualities forward, but it becomes more natural the more experience you gain. Having experience as a referee can also help because it should enhance your knowledge and ability to relate to your audience. Some think of the classroom like a stage and you may think of yourself as an actor on that stage. In that capacity, you must project your voice, cannot mumble, must be heard and understood, and your manner of speech must be consistent with the message you are sending. Others might think of themselves more like a director because you are responsible for the entire enterprise and, with active participation, you are managing students in the process of learning.

U.S. Soccer sees it as being part of both, and while mentors are being asked to perform, the real purposes of you being there is for the students. U.S. Soccer wants mentors that have platforms skills while understanding the skills should be used in a student-centric environment.

You must be comfortable in your own skin and project that to your students. Presence is important because it supports your image as a professional, someone knowledgeable, an authority on the subject, someone worth listening to. U.S. Soccer's mentor training emphasizes the importance of your being actively involved in your teaching. Move around, explore the classroom, make eye contact with students both in groups and individually depending on the needs of the moment. At the same time, your movement must not interfere with the learning.

For example, writing on the board and keeping your back to the audience for prolonged periods is generally not a good idea. Also note that repetitive actions, like pacing back and forth, can become the focus of attention instead of what you are teaching. Avoid looking like a statue made of stone that is vacant-eyed, impassive, unsmiling, unapproachable. Also avoid speaking in monotone by making your voice match the emotion, importance, and relevance of what you are saying.


PLATFORM SKILLS



- Presence
- Mobility
- Body language
- Use of voice
- Use of Humor

Humor is okay and when appropriate, encouraged. It must be consistent with the message, not detract from it. Humor can be a great way to relate to and engage the audience, but we want to ensure the students are remembering the topics being taught and not just the jokes used to get the point across.

PLATFORM SKILLS



- Comfortable and confident
- Understand and embrace the mentor’s role and responsibilities
- Practice
- Get feedback


There is so much similarity between mentoring and refereeing that these wrap-up points on the screen should send you back to thinking about your development as an official. We often have an image of ourselves such as how we look, act, sound, and speak, that we may be surprised to learn is not universally shared. Of course, there will always be contrary opinions, but the point is that it does not really matter what the image is that you have of yourself because you are not alone in that classroom. What really matters is how others see, hear, and evaluate you.

To find that out, you need to be prepared to ask and you need to be prepared to listen. Try recording your voice, tape a trial presentation, and get feedback from peers or mentors. In all ways, work to make yourself comfortable and confident with your platform skills. This will help create a stronger foundation on which to build when it comes to the other core elements of effective instruction/mentoring.

Engagement can be broken down into two basic areas, how the mentor engages the audience and how the students engage one another. Connecting with the audience and making sure they connect with each other so that everyone connects with the material is the objective of engagement. There are a variety of approaches used to create an engaging environment, but U.S. Soccer recommends that mentors use a mixture of lecture (less) and **participation (more)** based on the audience.

For example, younger students may need more time actively participating or being active in the classroom while adult students may be more content with lecture-based approach.

ENGAGEMENT



- Basics
 - Connect with the audience
 - Students connect with one another
- Objective
 - Students connect with the topic
- Active learning
 - Audience engages in activity

ENGAGEMENT

- How people learn
 - Hear
 - Platform skills
 - See
 - Environment
 - **DO**
 - **ACTIVE PARTICIPATION**



To better understand engagement, it is important to understand how people learn. Even if there is a homogenous student base in the class, you will still be confronted with different learning types. Some learn more effectively by hearing things explained. This can be affected by the speaker’s platform skills such as their tone of voice, animation, use of humor, precision of speaking, and the methods by which the mentor constructs the explanation. Other learners can be visually oriented, and they need pictures, diagrams, videos, things written on the board. This gets us into the environment aspect of PEACE and mentors may need to use a variety of aids and props to better engage

with this type of learner.


Finally, there are the doers and we call them kinesthetic learners because they must be physically involved in an activity to really know it. For such learners, it is not enough to be told about a soccer ball or to be shown pictures of soccer balls. The kinesthetic learner must interact with the ball to best reinforce the concepts being taught.

Not surprisingly, soccer as a sport and refereeing are naturally active endeavors so, based on that alone, it might seem that the best way to engage your audience is to go out and actively partake in the topic being taught.

Anytime one or more students are doing something pertaining to or supporting one or more of the learning objectives you have active participation taking place. In this context, simply asking everyone to stand up and stretch can be a form of active participation in that it helps with physical and mental alertness. On the other hand, active participation can be as complex as a directed exercise in role playing where students act out issues on the field, such as implementing the Warn, Caution, Send Off approach for team officials. As with most things associated with instructing and mentoring, proper planning is important and using active participation is no different.

ENGAGEMENT

- Active participation
 - Planning
 - Instructor toolbox
 - Trial and error
 - Pros and cons



Instructors/mentors, like referees, should have their own toolbox. Your mentor toolbox should include active participation exercises we have tried in the past, complete with how well they worked, or didn’t work, and multiple variations depending on specific circumstances. Having an instructor/mentor toolbox also allows you to share with others and learn new activities and approaches. Not surprisingly, there are also certain risks and rewards that should be considered when utilizing active participation. Doing something that helps students retain information about refereeing is a positive thing. Not only does active participation increase learning retention, it can be almost a necessity depending on the type of audience you are teaching. At the same time, active participation requires careful planning and instructors will need to manage their time effectively to ensure activities don’t derail the overall training agenda. In addition, certain activities may require mentors to regain control over the class and refocus the students as needed.

ENGAGEMENT



- Active participation
 - Questions
 - Common approach
 - Check for understanding
 - Non-verbal answers

One of the most common forms of active participation is to have students answer questions and this technique can be used with little preparation, apart from committing yourself to never asking a question for which you do not have the answer yourself. Asking a question can focus attention and it can be used not only to elicit knowledge but to check on whether what you are teaching is being learned. A question can be directed to a single specific person in the class or it can be directed to a group of several students in a corner of the room or at a table or it can be asked generally of the entire class.

Then you have the issue of how long to wait for an answer or for anyone from the larger group to volunteer, and at some point, the silence can become embarrassing or unproductive. Suppose you do not get the right answer, or at least not the answer you are looking for. You need to be prepared to provide accurate information and/or engage the student or class in a dialog in order to lead everyone in the right direction.

Note that answers don't always have to be verbalized back to you and you can also pose a question and then direct students to write the answer, give it to someone else in class and ask the partner to tell the writer whether the answer is correct.

Instructors/mentors must also be mindful of the purpose of their questions. Make sure you are asking questions for a reason and not just to hear your own voice. Also be sure that your questions are relevant because instructors/mentors will sometimes ask questions about information which is not part of what is to be taught. The question needs to be relevant in relation to what they should already know and what you are teaching them about. You might also consider asking the same question in a different manner so that it elicits information about things the students may have done as players for which they were whistled. Same concept but now there is an entirely different question dynamic.

ENGAGEMENT



- Active participation
 - Questions
 - Purpose
 - Relevant
 - Student questions

Instructors/mentors must also be aware of the questions asked by students. When this happens, you need to consider the following:

- Why is the student asking the question?
- Does this question need to be answered now?
- Should you answer the questions, or should you use the opportunity to challenge the student to produce his or her own answer?
- Should the student's question be handled outside of class or during a break?
- Does the question mean there is a wider concern in the class about the issue and you need to reteach the point?
- Can the question be used to transition into a new topic?

ENGAGEMENT



- Active participation
 - Activities
 - Partnering up
 - Think-Pair-Share
 - Group setting
 - Think-Group-Share
 - Role playing

The types of activities used to solicit active participation are only limited by the imagination and need of the mentor. Some of the most common to the referee program include working with a partner, working in a small group, and role playing. Here are some basic examples of each:

- Working as partners, one student calls out a signal and then his or her partner display the correct signal with the flag.
- In a group setting, you can ask the students to list something such as direct free kick fouls, field markings, etc. In this scenario, one student can be the group's recorder and another student can be the group's reporter when it comes time to share with the class.

- After covering information on making a good impression with coaches, have some volunteers come up in front of the room and role play as referees with you as the coach.

These are just three (3) basic examples and you are encouraged to spend time during this course coming up with and sharing ideas about active participation to start preparing for your role as a mentor while developing your instructor/mentor toolbox.

Find as many opportunities to get students involved in the learning process as possible, and for each such activity, have as many variations as possible readily available in case something starts to go wrong. The sooner you can do this, the easier it will be to do it again. Do not use an active participation exercise unless it clearly contributes to achieving your objectives. Stuffing your presentation with creative but complicated, bizarrely different, and never-before-seen sorts of activities can be counter-productive if not implemented with the topic and student in mind. Given the wide scope of learning types, be sure to use a mixture of approaches and be mindful of the target audience to make sure the content remains relevant and on point. In addition to all your planning, be ready to adjust as needed.

No two classes are the same so be ready to be flexible when the situation demands. Understand also that every active participation exercise has its rewards and risks – expand the rewards and mitigate the risks through planning and testing. Appreciate particularly those exercises which can serve multiple purposes. They impart information as well as build on your engagement, they check for understanding as well as close out a lesson. They get questions answered as well as focus student attention. Above all, remember that the kind of lecture mode with which many of us are familiar and into which we tend to drop easily because it worked for us, is not necessarily central to current learning styles. A different generation of learning requires our instructional approaches to evolve. The importance of appropriately incorporating **more seeing and doing activities** into how we train referees is why engagement is such a critical component of PEACE.

ENGAGEMENT



- Get students involved early and often
- Mixture of seeing, hearing, and **doing**
- Plan and adjust
- Risks and rewards
- Different generation of learners

AUDIENCE



- Referee with the Grassroots License
 - New candidates for licensing
 - Returning referees – non-licensing continuing education
- Years of experience
- Age and learning styles
- Be ready to tailor your approach

Understanding your audience should result in you getting through to your students to maximize their learning opportunities. It also means that the information you are providing is appropriate and relatable to who they are and what they expect. Understanding starts with a common language so do not begin teaching by making assumptions about the students' soccer knowledge and experience. Why are your students here in the classroom rather than somewhere else? The answer can affect their motivation to learn and the probability of learning is significantly affected by the willingness to listen. Does

this mean that you should give up on those who are not interested in listening? No, because we can help supply them with reasons for learning that they may not have thought about.

And it is not just the topic itself but how you present which may need to be shaped by the characteristics of your audience. Not only the words themselves but how you say them, how you construct your sentences, how you illustrate what you are saying, and, indeed, how much you convey information without saying anything at all. Different types of learners will need different types of approaches from you as an instructor. Asking questions about what these needs might be and being able to modify your approach as needed is critical to effectively dealing with your audience.

U.S. Soccer realizes that completing a full psychological, cultural, or social profile of your audience is not realistic given a variety of factors. When asking questions to dispel assumptions and learn more about the audience, consider the following:

- Does your class consist primarily youth below the age of 16 or are there older teenagers and adults as well?
- Since classes are rarely homogenous by age, what is the mixture of ages and which is the predominate group?
- Does the class consist of new referees or those with experience, and if so, what type of refereeing experience do they have?
- For new referees, what type of soccer experience do they have?
 - Active players can provide an interesting challenge since many of them may know less about the laws of the game than they think they do.
- Are you teaching a class of mostly young persons during the school year when there are many competitive pressures with schoolwork or during the summer when there are many outdoor activities that call for student attention?
- Is this an evening class of adults who may have only just a bit earlier gotten off work and are still unwinding?


AUDIENCE



- Ask questions
- Considerations
 - Age ranges
 - Soccer background
 - Class format
 - Time of year


Note that there is no one size fits all approach, so you must start with generalizations and gradually modify them as you gain more knowledge about the makeup of the class – both individually and collectively. Many classes can have or develop a collective personality that is unexpected. As your sense or perception of the class grows, be prepared to modify, and adjust your platform skills and engagement techniques.

How is the advantage signal given? To which violations of the Law can advantage be applied? Define interfering with an opponent in the context of offside. What is the correct restart if, after you signal that a penalty kick can be taken, a teammate of the player identified as the taker of a penalty kick runs into the penalty area and takes the penalty kick instead and the ball enters the goal. And where is that restart taken from? Are there any scenarios in which you can card a player for misconduct which occurred several stoppages and restarts ago? Can a goal be scored against the opposing team directly from a player’s first touch of the ball after a dropped ball restart?

CONTENT	
<ul style="list-style-type: none">• Instructor/mentor is the expert• Must be correct and current<ul style="list-style-type: none">• Laws of the Game• U.S. Soccer training materials<ul style="list-style-type: none">• Videos• Publications	

As a mentor, the above are types of questions and scenarios that you must have correct answers for. And if you do not know the answers to previous questions right now, then you need to study. You will be tasked with teaching/mentoring new or returning referees about the interpretation and application of the Laws of the Game, and they will need to be able to retain this knowledge to ensure that it is available at a moment’s notice during the heat of a game. And, for that knowledge to increase the likelihood of the referee’s success, it must be correct and current.

Part of the mentor’s role is to be a knowledge model, the person to whom any referee we are qualified to teach/mentor, no matter how elevated the experience, can direct an inquiry, and get a reliable answer. Instructors/mentors are the ones who must ensure that, if something incorrect or out of date is said during a lesson, it is spotted and replaced with the right information. And it must present in such a way that the referee will have no doubt that you know what you are teaching/mentoring about. Does that mean you will always have the answers to everything? No, but it does mean that, when unable to answer a question, which will inevitably happen, we will be able to find the correct answer, and quickly follow through with getting it to those who need to know.

CONTENT	
<ul style="list-style-type: none">• Laws of the Game• Referee training materials• Resource Center Downloads<ul style="list-style-type: none">https://www.ussoccer.com/referee-program<ul style="list-style-type: none">• Access to training content	

Content is key and it means knowing both the Laws of the Game and the areas of targeted instruction/mentorship provided by U.S. Soccer. Simply put, not all information in the Laws of the Game is applicable at every level of competition found in our country and, as a mentor, you are responsible for knowing where the information is modified based on the level of play. Obviously, the content in U.S. Soccer’s Resource Center Downloads including FIFA FUTURO Teaching Material has been carefully screened for accuracy and is the most up to date available. But content also includes elements of instruction/mentorship that are

equally important because they represent techniques and experience-based knowledge about the best way to present that part of the Law to referees or referee candidates at the level on which the training is focused. Accordingly, you need to be knowledgeable about the content in the teaching material.

All instructors/mentors must know where to get them, how to download them, how to determine if they are the latest available, how the notes should be followed, and how the principles of instruction built into them work to optimize the chance that your students will learn what the presentation intends to teach. Note that all official and approved instructional materials are available for download in the Resource Center

<https://www.ussoccer.com/referee-program>. Simply put, if the information or material isn't downloaded from <https://www.ussoccer.com/referee-program>, then it's not U.S. Soccer's official version of the training content.


Although you are encouraged to use your personal talents and strengths to add more depth and color to the U.S. Soccer materials, do not stray from them until you have gained enough experience and training to know what you are doing. In short, stay as close as possible to the materials you download until you and your state referee association feel you are capable enough to adjust.


More resources can be found in the U.S. Soccer Learning Center by visiting: <https://learning.ussoccer.com/>.

When was the last time you talked about the ball crossing the end line? Or used the term hand ball? Ever refer to offside as "offsides?" It is not enough that you know the Laws of the Game, you also need to remember how to talk about it and to use the correct terminology. Although it may often seem unimportant to say goal line instead of end line, using the language of the Laws of Game starts and keeps students thinking about soccer instead of something else.

When the referee uses correct terminology, coaches and spectators are gently reminded that the referee is a professional and that, in turn, could be the one thing that gives the referee the benefit of the doubt in a close call. In some cases, correct use of terminology can be critical, not only for you as a mentor working with new referees but for a new referee explaining a decision. A critical example of this is in Law 11 where there is a world of difference between being an offside position and an offside offense, yet those less experienced in soccer tend to use offside by itself with no qualifier to refer indiscriminately to both concepts. This can be a recipe for disaster both for a new referee's understanding of Law 11 and for a mentor trying to keep these concepts in their proper logical location.

The Laws of the Game are there for a reason so be sure to use them as the foundation of what is being taught.

CONTENT	
<ul style="list-style-type: none">• Say it and know it<ul style="list-style-type: none">• Laws of the Game• Correct terminology	

CONTENT	
<ul style="list-style-type: none">• Relevant<ul style="list-style-type: none">• Targeted training based on the level of competition being officiated• Effective<ul style="list-style-type: none">• Limited time in class• Engage• Audience	


Note that there is an important difference between being correct and losing your students. For example, does a Grassroots Referees working a small-sided and recreational youth games need to know the width of the boundary lines or the dimensions of the penalty and goal area? From U.S. Soccer's perspective, the answer is a resounding no. Referees working small-sided and recreational games will most likely need to use the field and goals they have at

their disposal. Based on this, the Grassroots referee mentor teaches and emphasizes the importance of inspecting the field for safety.


Understand that U.S. Soccer’s training materials now intentionally focus on the parts of the Law that referees at a certain license level need to know to service the games they are assigned to. Remember that any given topic of the Laws of the Game can be approached from a point which is below the comprehension level of your students, pitched exactly right to them based on what they need to know to be successful, or zip right over the heads. In each case, you might be, and should be, entirely correct and current but don’t forget about the need to engage your audience at an understandable level.

There is no sacrifice of accuracy when you teach what they need to know and since you only have so much time in a class (or field session), do not clutter up a Grassroots session with information from the Regional, National, or Professional referee content.

As a mentor, you cannot afford to be only one step ahead of the students you are teaching. This is as true of the Laws of the Game themselves as it is of the course materials you are using. Both need to be studied closely to such a degree of familiarity that you know what is on the screen without looking at it and you can anticipate any question a student might raise. You will have studied the tests and review questions associated with the course and not only know the correct answer to every one of the questions but also know how to explain both why the correct answer is what it is and why the alternative answers are not correct.

CONTENT	
<ul style="list-style-type: none">• Training materials<ul style="list-style-type: none">• Familiar• Prepare• Practice• Enhance the notes section<ul style="list-style-type: none">• Based on referee and mentor experience• Find a “mentor” and be open to mentoring	


Confidence and preparation go a long way toward ensuring your success as a mentor. Also be sure to find or make opportunities to watch experienced mentors work, ask questions, listen to their answers, and fill up your instructor/mentor toolbox. Invite and then take maximum advantage of having experienced mentors provide feedback to you. Be open and positive about the possibility of having your state referee association evaluate your performance as a mentor.

ENVIRONMENT	
<ul style="list-style-type: none">• Facility<ul style="list-style-type: none">• Location• Room or Field<ul style="list-style-type: none">• Size• Configuration• Other variables• Point of contact for assistance	

The environment consists of all the physical surroundings that can affect the success of the class/field session. Importantly, the environment will include elements that you can and cannot control. Mentors must be prepared to instruct in the location to which they are assigned. This means that you may have little or no say about the many variables associated with the physical space of the classroom/field. Given that many classrooms/fields used are not specific to state referee association use, mentors must be mindful of the following:

- Will the facilities include outdoor space for field training?
- Where are the restrooms?
- Where are the emergency exits?
- Are there areas closed to the students?
- How will you get in?
- Who is responsible for closing?
- Will the room itself allow for some forms of active participation but not others?
- Are there enough electrical outlets?
- Are there competing activities which might interfere with your class?
- Will your class compete with any other activities in ways that might result in restrictions?
- Can you adjust the temperature or the lights?
- Is food permitted?
- Are start and ending times inflexible because of other demands for the space?
- Is there a point of contact at the facility that can assist you with any of these or other issues?

Be prepared by visiting the space ahead of time, by getting answers to these and related questions, and by asking other instructors/mentors who might have used the space before you.

<p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Equipment and technology <ul style="list-style-type: none"> • Computer • Projector • Screen • Internet • Blackboard or whiteboard • Full or half of field <ul style="list-style-type: none"> • Bibs • Balls • Cones • Flags 	
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What equipment do you need or intend to use? Laptops, tablets, projectors, screens, laser pointers, and extension cords are prime examples of high-tech items that can require special attention. Consider the following:

- Do they work?
- Have you recently tested them?
- Do you have backups or alternatives?
 - What about batteries, projector bulbs or a power strip?
- Is there anything on your laptop that cannot be shown?
- Can you access quickly all files scheduled for use?

Also consider the low-tech equipment such as blackboards, whiteboards, flip charts, chalk, dry erase markers, and erasers.

Similarly, consider the following:

- Will we be using full or half of the field?
- Who is bringing the bibs? The balls? The cones? The flags? Etc.?

ENVIRONMENT



- Administrative items
 - Class roster
 - Handouts
 - Quizzes

As mentor sometimes may need to inventory and confirm the availability of all administrative items such as handouts, quizzes, the results of any online testing, rosters, and registration information.

- Do you have enough of these items plus extras if more students show up than expected?

Props are things you bring with you as tools or aids for the instruction/mentoring. Some are general purpose in that they may be used for a variety of planned or ad hoc activities. A soccer ball, for example, is not just relevant to Law 2 but it can be used to demonstrate a variety of other concepts. Some other common props include flags, whistles, and cards.

Specific purpose props on the other hand are items you need for a planned active participation event. They may be created specifically for an activity and may also be permanent additions to your instructor tool kit, created once and used over again for the same kind of event.

Either way, you must be certain that they are available, in working order, and understandable. Note that props which require complex explanations, are valuable or in any way dangerous are not appropriate.

ENVIRONMENT



- Aides and props
 - Balls
 - Flags
 - Whistle
 - Cards
 - Activity specific

ENVIRONMENT




- Preparation
 - Plan
 - Test
 - Practice
- Contingency plan
- Define roles when multiple instructors/mentors are being utilized

As with the other core elements, preparation and practice are critical for success. Be sure to plan, test, and practice. Know what parts of the environment are not under your control and research them ahead of time as best as you can so you have answers to the unalterable questions and estimate what impact they may have. Additionally, know what parts of the environment are under your control and decide how you want to utilize them. Then test these approaches and practice with them so they become second nature with everything laid out in advance to increase availability.

Despite your best efforts, something may still go wrong so be ready to adjust and have a backup plan to ensure the lesson is not derailed and the students do not lose out. Also be sure to connect with and clarify roles for any mentors you are working with so that you are on the same page as an instructional/mentoring team.


While PEACE will help you instruct/mentor more effectively, it is not the only strategy U.S. Soccer believes to be important. There are certain basic instructional phases that instructors/mentors need to know and utilize. Every lesson has at least three basic phases, a beginning, a middle and an end. There can be subsections of each but to keep things simple, remain focused on the three core phases. Remembering and executing all three of these phases provides the basic structure of every effective lesson. Unfortunately, it can sometimes be easy to forget these elements and any lesson that lacks one of these structural elements, much less two or three of them, can be haphazard, chaotic, and may likely leave the learning process to pure chance.

INSTRUCTIONAL PHASES



- Basic phases for lessons
 - Beginning
 - Middle
 - End

INSTRUCTIONAL PHASES



- Beginning
 - Objectives
- Middle
 - Information dissemination
 - Engaging exercises/activities
- End
 - Check for understanding

The lesson should start with a clear understanding of what you want to achieve. The middle is the lesson itself. The end is how you know if the lesson was learned, or in other words, whether you achieved your objectives.

Think about these for a moment and try to imagine a lesson that lacked objectives. What about a lesson that never included instruction in what the students were to learn? Or what if you finished a lesson and did not have the slightest idea whether anyone had gotten it? Using the phases approach, the purpose of the lesson can simply be built into how you organize the information

and the way your platform skills make clear the important pieces of information. It is not required that you post your objectives in writing, but it is essential that the class knows them, and that you use them to organize the lesson.

The middle is where you disseminate the information, and this is where the much of the PEACE approach comes into play. How you teach the lesson involves engaging your audience, based on your knowledge of content, within the environment provided, all done while utilizing proficient platform skills.

The last phase is the end of the lesson where you should check for understanding from the students based on the identified objectives. The class comes full circle because checking at the end involves returning to the original objectives and testing each one against the understanding of the attendees. There are many ways to do this such as using questions, quizzes, demonstrations, modeling, vocal responses, or group discussions.

Again, all three (3) of these phases should be evident as well as the core elements of PEACE of each for effective instruction to take place.

Thank you for your interest in the Referee Mentor Course and your development as a Referee Mentor.