

UMPIRE4FUN TRAINING DRILLS

2 min

Introduction to Basic Umpire Course

- Welcome Students and introduce yourself, what Community Umpiring Club you come from
- ASK: What is the role of the umpire in sports?
 - ◇ To keep players safe
 - ◇ To manage the game and ensure the game is played fairly and by the rules
- ASK: How does the umpire manage the game? What are the skills they might use?
 - ◇ Communication
 - ◇ Dealing with conflict
 - ◇ Leadership, etc.
- All skills are transferable to life skills, link these together for learning



3 min

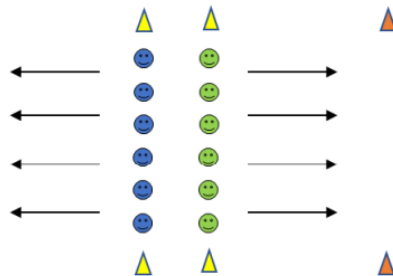
Warm Up: Crumbs and Crusts

Purpose: practice listening, understanding rules and reaction time

Equipment: 8 cones

Set up:

- Ask students to find a partner and organise them in two lines parallel with each other
- Name one line 'Crusts' and the other line 'Crumbs'
- If the UDO calls out 'Crusts' then they must react quickly and run to the allocated line away from the Crumbs. The Crumbs are trying to catch the Crusts before they reach the line and so on.
- If a Crumb tags the Crust before they get to the line they swap lines



CHANGE IT:

- One student calls out instructions
- Change line names to: "Rats & Rabbits"

LEARNING:

- Importance of listening and understanding the rules of any game

5-7 min

"Umpire Pays" - Introduction to Decision Making

Purpose: Practise communicating decisions, blowing whistle loudly and confidently

Equipment: Whistle (1 per student)

Set up:

- **ASK:** With the person next to you, can you come up with 3 different decisions a field umpire can make and what the signals are for these decisions?

As a group:

- ◊ Who can tell me some decisions that a field umpire makes?
- ◊ Why is it important to pay "protect the ball player" free kicks?
- ◊ How do they communicate these decisions? - Whistle and signal



- UDO demonstrates blowing their whistle. Short and loud.

- Go through signals for the below decisions: (images of signals listed at the end of Lesson 1)

- | | |
|------------------------|--------------------|
| ◊ Starting the Quarter | ◊ Holding the Man |
| ◊ Play On | ◊ Push in the Back |
| ◊ Ball Up | ◊ Trip |
| ◊ End of Quarter | ◊ Holding the Ball |
| ◊ High Tackle | |

Signaling Pair Activity:

- With a partner, one partner calls out free kick, e.g. Holding the Ball and other partner has to blow their whistle, perform the correct signal and communicate
- Practice 5 times and swap roles
- Progression: Blow whistle, say the free kick as you signal
- Cues: Loud whistle, Clear Signal – don't need to rush



Signaling Whole Group Activity: "Umpire pays"

- Teacher leads first round: When teacher says, "Umpire Pays – holding the ball", students must whistle and signal and communicate holding the ball correctly
- If student signals incorrectly, they have to kneel on their knees for the next signal
- If teacher does **not** say "Umpire says", e.g. says "holding the ball" and students perform signal, they must then kneel too
- On the second and subsequent rounds, if student signals incorrectly, they must sit on the ground on their bottom
- Students continue to play when kneeling or seated but will give teacher indication of who knows and can recall the signals correctly. This way the "winner" (last student standing) will call out the instructions for the next round
 - * Play 2-3 rounds

Discuss: After signaling or to award a mark, which way does a field umpire point? – toward the opposition goal, this is different from every other sport



CHANGE IT:

- Change Leader
- Eliminate

LEARNING:

- ◊ Loud whistle
- ◊ Clear Voice
- ◊ Clear signals

7 min

Handball Game - Decision Making

Purpose: Practising decision making, blowing whistle and using signals, keeping your distance and position

Equipment: Per group of 5-6 students: 4 cones, 2-3 Sashes / bibs for defenders, 1 football, 1 whistle per student

Set up:

Keeping Off - Handball Game

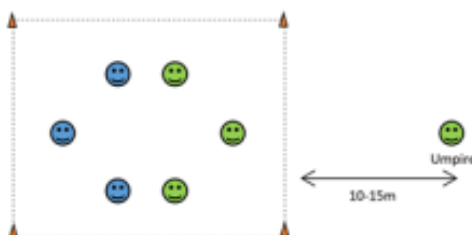
- Students form groups of 5-6: 2 v 2 or 3 v 2 with one student umpiring
- Aim of the game for players is to complete 5 consecutive handballs without the other team intercepting or the ball hitting the ground (only handballing)
- The players have 3 seconds to dispose of the ball and if the defenders tag the attacker with the ball with two hands, this is Holding the Ball and a turnover occurs (no further contact allowed). Players must stay within the boundary area.
- Umpire aims to maintain 10-15m away and side-on to contest, always on the move
 - ◊ Umpire is watching for any free kicks that might occur and, when they do, blows their whistle loud, clear voice and signals to communicate free kick to players
 - ◊ **Umpire: loud whistle → loud voice → clear signal**

ASK: What decisions might the Umpire have to make in this game?

- Holding the Ball
- Holding the Man
- Throw
- High Tackle

ASK: What is the main role of the field umpire?

- To keep players safe and ensure the game is played fairly - need to pay **"protection of the ball player"** free kicks
- What are some examples of this type of free kick:
 - ◊ High tackle
 - ◊ Push in the Back
 - ◊ Holding the man
 - ◊ Trip



ASK: What else will help the umpire be successful in this game?

- Distance from play – keeping distance so that the umpire can see all of the play (back towards the centre of the ground, 10-15m away, side-on to play)
- Loud whistle, clear signal and communication with players

CHANGE IT:

- Can use tennis balls or soccer balls instead of footballs (throw instead of handball)
- Change Umpires every 30 seconds
- Make area bigger and include kicking and paying marks

LEARNING:

- How far away should the umpire position themselves from the play?
 - ◊ 10-15m away
 - ◊ Side-on
 - ◊ Always on the move
- Loud whistle and voice
- Practice using signals
- Always **protect the ball player**

7 min

Positioning - Mirrors

Purpose: Practice maintaining 20-25m distance, staying side-on and positioning your self with your back toward the centre of the ground

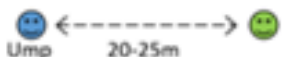
Equipment: 1 whistle per student, 1 football per pair

Set up:

- *ASK: In the last activity we talked about keeping your distance from the play. How far away from play do we want to be? Why would we want to do this?*
 - ◊ Approximately 20-25m side-on to the contest at all times.
 - ◊ This distance allows a good view of the immediate contest and players on the fringe of the contest
 - ◊ Also allows the umpire to move quickly towards the next act of play
 - ◊ If too close, focus of umpire narrowed to just the players in the contest

In pairs, take turns mirroring your partners movements

- One person (umpire) starts toward the middle of the ground, other person (player) starts approx. 20-25m towards the boundary from umpire (depending on numbers – can use the centre square: umpire starts in the middle, player starts on the edge of centre square, 25m away)
- Player (has a ball) moves left and right while umpire attempts to stay 25m away
- After 30-40 seconds, player drops to ground and umpire calls a "ball up" (blows whistle, signals and runs in)
- Swap roles
- Next, player can move any direction - left, right, forwards, backwards, changes direction and umpire to practice positioning

**CHANGE IT/ PROGRESSION**

- Player throws ball to themselves and umpire pays mark
- Add extra player/s to imitate marks, handballs, kicks
- Add a second player on other side of umpire. Umpire switches between which player they follow.

LEARNING:

- Keep your distance
- Keep your vision wide and soft
- Stay side-on to contest
- Position yourself with your back toward the centre of the ground

5-10 min

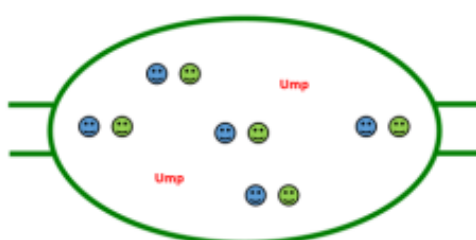
Modified Small-Sided Game *(extend time if you have a longer lesson)*

Purpose: Practice following the ball, maintaining 20-25m away and paying free kicks

Equipment: Two Fields: cones for field boundary, poles for goals, bibs for 2-3 teams, 1 football per field, 1 whistle per student

Set up:

- Split group into four teams (two games played at the same time), approximately 6 v 6 players with simplified rules
 - 2 people will field umpire each field (1 from each team) - rotate umpires every 2 minutes
 - Aim is for teams to score by kicking the football in the goals
 - The umpires should pay the free kicks and marks that they see
 - For example, High Tackle, Holding the Man, Holding the Ball, Throw, etc.
 - Remind students of the signals for Free Kicks and Marks before beginning
 - 2 umpires should umpire half the field each and *handover* play by calling "yours"
- Rules:**
 - Start the game with a ball up
 - After a goal, restart the play with a ball up in the centre
 - When the ball goes out of bounds, the opposition team is awarded a free kick
 - No tackling or bumping – 2-hand touch and player must dispose of ball within 2 seconds
 - A mark can be paid for any kick (irrespective of distance)
- Rotate field umpires every 2 minutes
- Rotate teams/opponents every 4 minutes
- You may set up oval or rectangular-shape small fields, example below:



CHANGE IT/ PROGRESSION

- Only have 1 field umpire per field
- Rotate Umpires every 2 minutes
- Change game to *only handballing*
- No contact - must dispose of ball after 5 seconds of possession

LEARNING:

- Keep your distance
- Keep your vision wide and soft
- Stay side-on to contest
- Position yourself with your back toward the centre of the ground
- Loud whistle & voice
- Clear signals

3 min

Recap and Close Lesson

Purpose: Recap and consolidate concepts practised and discussed

Equipment: 1 whistle per student

Set up: *Recap by asking students to respond* - Response options: individually, together as a group, think-pair-share

- What is the role of an umpire in sports?
- What is the role of the field umpire?
- Where should the umpire position themselves from the play?
 - 20-25m, side-on, with their back to the centre of the ground
- What are some of the benefits of being involved in umpiring?
- Close lesson by thanking and praising students for their participation and engagement
- How does the umpire manage the game?
- Ask students to blow whistle, communicate and signal



Additional/Extra Activity Options (if time permits to include)

7-10 min

Set Shots

Purpose: Practise maintaining distance and position then implementing correct set shot procedure

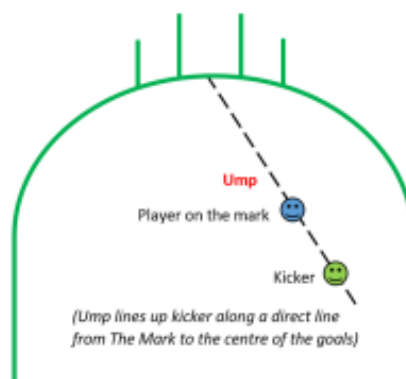
Equipment: Per group - 1 whistle (each), 1 football, 2 goal posts (agility posts or cones can be used)

Set up:

- **ASK:** Field umpires also have to communicate with boundary and goal umpires. With your partner, "do you know the field umpire signals for a Boundary Throw In, Goal or Behind?"
- Ask class to share their ideas and then as a group practice the below signals: (images of signals listed at the end of Lesson 1)
 - ◊ Boundary Throw In
 - ◊ All Clear – Goal
 - ◊ All Clear – Behind

Set Shot Activity in groups of 3-4 (2-3 players, 1 umpire)

- ◊ *Teacher/UDO to set up extra goal posts around oval*
- Players kick the ball to each other; umpire must try to stay 20-25m away and side-on to the contest - award marks and free kicks as they see them
- When one player marks the ball and points to goal, umpire runs in and performs set shot procedure:
 - ◊ Stand behind mark, line up kicker (through the mark to the middle of the goals), clear protected area, back out 10m
 - ◊ Swap umpires. "Players" to provide umpire with feedback according to cues



CHANGE IT

- Add additional players
- Practise setting up set shot on different angles to the goals
- Perform different scenarios

LEARNING:

- Loud whistle, clear communication and signal
- Stay 20-25m away and side-on

5-7 min

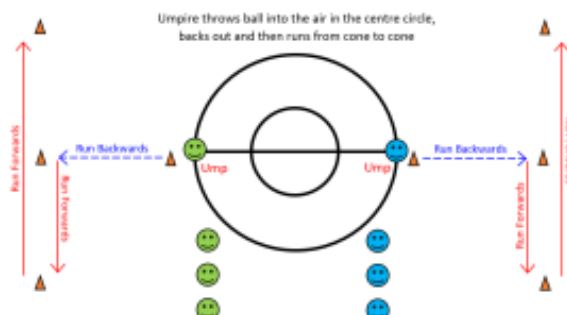
Starting a Match

Purpose: Practise starting play, backing out to a good distance, position and movement

Equipment: 6 cones, 4-6 footballs, 1 whistle per student

Set up:

- Split class into two groups and use a football centre circle if you have one
- Students to practise starting a match/restarting after a goal
 - ◊ Starting at the edge of the centre circle, students walk in and throw the football up (6m high) for a ruck contest and back away backwards to the cone
 - ◊ Students then run from One cone to the next, as if they are following the play



CHANGE IT

- Add ruck players to contest the ball
- Partner stands on the other side of ball up & holds up numbers on their hand - their partner has to say the numbers out loud after the ball up to practise looking at the players & not the ball

LEARNING:

- Practise backing away to 20-25m, changing direction & keeping a good distance from play

Additional/Extra Activity Options (if time permits to include)

7-10 min

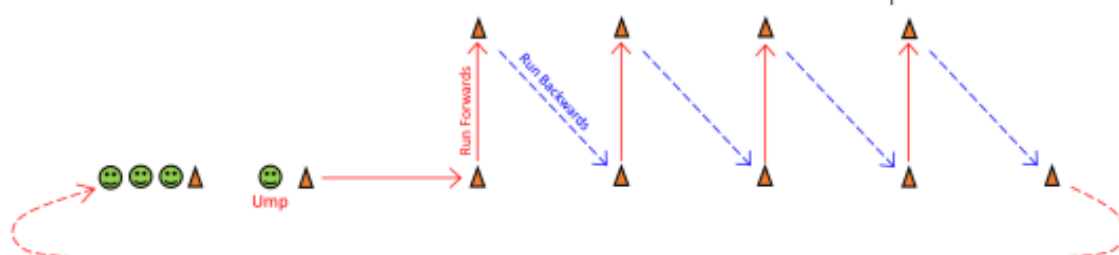
Zig Zag Decision Making Activity

Purpose: Practise positioning and movement, loud whistle and communication

Equipment: 10 cones, 5-10 footballs, 1 whistle per student

Set up:

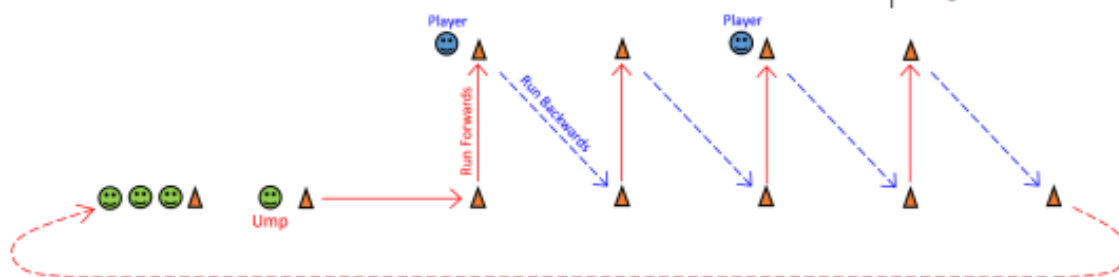
- Split class into two groups and set up two sets of the activity - can be completed simultaneously by two groups
- Students to practise movement and paying free kicks/marks:
 - ◊ One at a time, students practise making a decision by blowing their whistle, signalling and triggering in to set up mark (at a cone), back away and then run on to next contest (next cone) and repeat to each cone



CHANGE IT

- Add additional players
- Teacher/student calls out a type of free kick at each cone, umpire signals & communicates accordingly

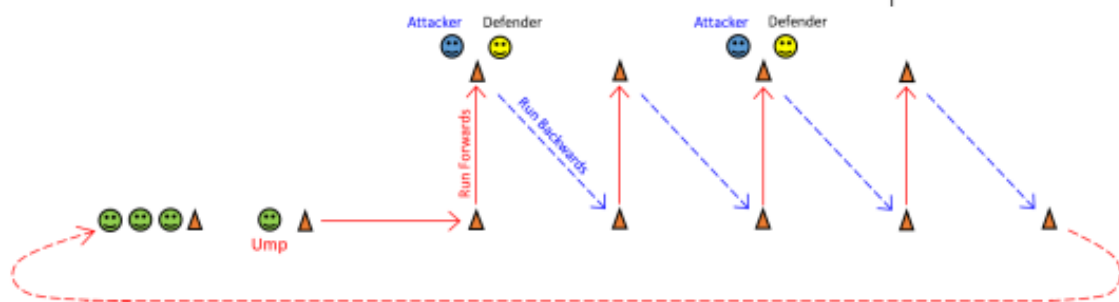
- ◊ **Progression 1:** Add a student at some or all cones with a football, the student throws the ball to themselves and to indicate a mark. The umpire blows their whistle and signals the mark and runs in (diagram below)



LEARNING:

- Loud whistle, clear communication and signal

- ◊ **Progression 2:** Add another student to each cone as the defender, umpire needs to pay the mark/free kick and trigger in to set up the mark - Where is the mark? Who's kick is it? (diagram below)



- Stay 20-25m away and side-on
- Trigger in, set up mark and back out

20-30 min

Match day Modified Small-Sided Game

Purpose: Practice maintaining correct decision making position, adjudicating contests, signalling appropriately, performing skills correctly and communicate with players and other umpires

Equipment: Two Fields: cones for field boundary, poles for goals, bibs for 2-3 teams, 1 football per field, 1 whistle per student

Set up:

- Split group into two-four teams (one-two games played at the same time), approximately 6 v 6 players with simplified rules
- ◊ 2 people will **field umpire**, 2 people will **boundary umpire** and 2 people will **goal umpire** each field (3 umps from each team) - rotate umpires every 2 minutes
- ◊ Aim is for teams to score by kicking the football in the goals
- ◊ The **field umpires** should pay the free kicks and marks that they see
 - * For example, High Tackle, Holding the Man, Holding the Ball, Throw, etc.
 - * Remind students of the signals for Free Kicks and Marks before beginning
 - * 2 umpires should umpire half the field each & *handover* play by calling "yours"
- ◊ The **boundary umpires** should remain on the boundary line and maintain correct distance from the play. They need to adjudicate boundary line decisions and throw the ball in when appropriate. When a goal is scored, they should relay run the ball back to the centre of the ground
- ◊ The **goal umpires** should position themselves according to the ball, keeping a straight line between the ball and the middle of the goals. They need to adjudicate scoring line decisions and communicate effectively with the boundary and field umpires. When a score occurs, they should signal appropriately with their hands and their flags.

They should also keep score on their score card

* * * Print off score cards located at the end of Lesson 4

Rules:

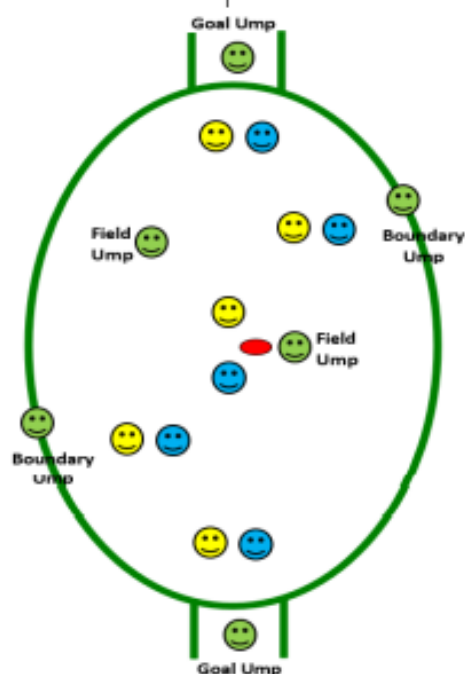
- ◊ Start the game with a ball up
- ◊ After a goal, restart the play with a ball up in the centre
- ◊ When the ball goes out of bounds, a throw in will occur
- ◊ No tackling/bumping: 2-hand touch & player must dispose of ball within 2 secs
- ◊ Mark can be paid for any kick (irrespective of distance)
- Rotate field, boundary and goal umpires every 3-4 minutes
- Pair students together, they will rotate as a pair from field to boundary to goal umpire to player, etc. Try to ensure all students perform each discipline.
- Rotate teams/opponents every 5-8 minutes
- **Together with teacher and Community Umpire Manager / Coach -**
Observe each student as an umpire and assess (if required) according to rubric

CHANGE IT/ PROGRESSION

- Rotate Umpires every 2-4 minutes
- Change game to *only handballing*
- No contact - must dispose of ball after 5 seconds of possession

LEARNING:

- Practice maintaining correct decision making position
- Adjudicating contests
- Signalling appropriately
- Performing skills correctly
- Communicate effectively with players and other umpires



ADDITIONAL SESSION PLAN

Start time as per the calendar.

Equipment requirements from the club

3-4 size 2 footballs and 8-10 cones

First 10-15 Minutes

In the club rooms or somewhere undercover please cover the following topics:

Pre-game instructions, understand the Umpires have been doing games for several weeks or in some cases a season or two, however we need to know they are doing things correctly.

Arrive 30 minutes before fully dressed, hat on shirt tucked in and socks up. Water bottles and whistles ready to go.

Meet the Umpire Coordinator and find out which game they are umpiring and collect the match footy, they can leave this in the Umpire room until the game commences.

Go onto the field and meet the coaches, managers, and players of each team. Introduce yourself and check the player's boots and fingernails. Tell them; do not be afraid to send kids to get their nails cut.

Check the field is ready and there is no rubbish on the field.

Go back to the Umpire rooms and collect the footy, be out on the ground 5 minutes before the match.

Post-game instructions

Shake hands with the players and coaches.

Collect the footy and return to the Umpire Coordinator.

Have a drink take a rest and maybe stay and watch some of the other Umpires doing their games to learn a bit more.

Basic Rules

Take them through **the basic rules in the handbook**, especially get an understanding of their interpretation of tackles from under 8' through to under 11 girls, there are differences.

Holding the ball

Out of bounds rule

Incorrect disposal

Kicking off the ground (confirm the difference between accidental and deliberate)

In the zones (ok to come out a few steps to collect the footy so long as they go back in asap)

Kicking through zones (no kicking from the back to the forward zone)

Take the Umpires on to the field

1. **Take them through the same basic rules and the signals they need to use. They need to have strong signals, loud voice, and strong whistles.**

Set up a few cones about 10 metres apart, line the Umpires up and have them run the 10 metres distance blowing their whistle and signalling the infringement, take them through as many infringements as you can.

Ask them to demonstrate the signals they need to use be sure they are strong signals not lazy arms etc.

If it is holding the ball for example teach them to blow their whistle, signal and run in to set up the mark (mock set up) use their words in the mock set up eg HTB run in say the mark is here (point to the ground) look to where the player with the possession would be, back out and call play on.

There should be several different infringements you can take them through.

Do this for about 15-20 minutes, bring them in for a debrief and allow questions to be asked.

Ball up and backing out, set up 3 cones 10-15 metres apart.

Have them practice their ball ups, (signal clearing the path behind them) backing out for 5 -8 metres, move sideways to anticipate where the ball is going.

Head to the next cone running an arc, blow their whistle and signal ball up, stand at the cone (mock Pick 2 players to be in the ruck). Ball up and back out to the next cone do the same again. We are looking for loud whistle crossing of the arms signal to the chest (signal ball up)

Once they reach the third cones ask them to come back to the start and go through the 3 cones again.

Do this for approx. 10-15 minutes, bring them in for another quick question and answer session.

Q&A

At the end of the on-field activity, have another **Q&A session** bring parents in as well, they are the ones that will be taking them to their games, watching them and helping them with their pre- and post-match roles. 5-10 minutes.