Methods of Explanation

USSF Referee Instructor Course

ITIP

United States Soccer Federation
Lesson Set

Think about how you would explain jumping rope to a person who has never jumped rope. Could you do this without a rope?

The use of a model and an example are necessary for this task.
Explanation - Definition

What the instructor does or the way the instructor presents information to get the learning from the instructor to the students.
Lesson Objective
At the end of the lesson you will list (5) methods of explanation and give a soccer-related example using each, to the satisfaction of the instructor.
Methods of Explanation

5 Methods of Explanation

- Modeling
- Definitions
- Examples
- Process Steps/Rules
- Build Lesson Around Concepts
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Modeling

What the instructor does to cause the learner to see or imitate the learning.

What do you do to help aspiring referees when you teach Law 5? ... Dress in proper uniform ... you are a MODEL.

When you are prompt, polite, listen to student comments, value their judgments, answer their questions, you are modeling correct classroom behaviors.
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Modeling

A concrete or abstract representation of the learning.

Remember the expression that a picture is worth a 1,000 words. More than 80% of what we learn is learned non-verbally.

Concrete learning comes first prior to abstract learning (reason why math is difficult for some students)
Modeling

Students tend to process things differently.

Teachers tend to teach to only one side of the brain. The left side of the brain is where concrete and sequential reasoning and verbalization skills formulate. The right side of the brain is the imagery, creative portion. We tend to ignore the right side. With the use of models, teachers can teach to the whole brain.
Modeling

Learners all pass through stages. It is difficult to deal with abstractions unless one has been through the concrete.

First and foremost, use concrete examples of what is to be learned.

- Necessary for visual and verbal learner.
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Definitions

Give students definitions of key words and concepts.

Be precise and accurate and use correct language and terminology.

Handling ... vs. ... Handball

Offside ... vs. ... Offsides

Penalty Area ... vs. ... Penalty Box
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Examples

Adjust and select appropriately. Use examples that are relevant to the student and the learning.

- Use a variety of examples
- Students should identify with examples

EX. How would your examples be different when teaching a group of beginning referees, as opposed to an upgrade clinic for Grade 7 referees?
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Examples

Depends upon age and experience level of the students.

Videos of an MLS game may be too advanced for an entry level clinic being given for new referees that will be doing U10 games.
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Process Steps/Rules

Students better understand a learning when it is given in small pieces ... and the learning is much more likely to occur.

- If there are more than 3 steps, put the steps in writing
- Simplifies the learning

Deal with any exceptions only after the students have mastered the basics.
Build Lessons Around Concepts

Always bring students back to the BIG IDEA.

• What is the big idea being presented?
• How does the objective relate?
  a) Whole - Part - Whole
  b) Must be able to see the relationships (related to previous learning)
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WARNING - Point of Emphasis

Anything you say or do in an Entry Level Referee class to a group of new officials comes across as “The Word of God”. As their first instructor anything you say or how you say it is typically heard as “the gospel”, and when incorrect it is extremely difficult later to change their perspective.
Lesson Assignment

Write down and bring to the in-class sessions a list of the (5) methods of explanation and include a soccer related example using each.
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