



**SCHOOL  
ACADEMY**

# RESOURCE BOOKLET





# Role of the Umpire



# ROLE OF THE UMPIRE



## QUALITIES

Respectful	Courage	Skilled	Mental toughness
Composed	Knowledgeable	Impartial	Communicator
Consistent	Calm	Confident	Driven

## INTEGRITY IN UMPIRING

- Protecting the ball player
- Being honest & not being bias
- Having consistency in decision making
- Using appropriate language on and off the field

## TEAMWORK

- Field to Boundary & Boundary to Field
- Boundary to Goal & Goal to Boundary
- Field to Goal & Goal to Field

## COMMUNICATION

Umpires	Scorers	Spectators
Players	Timekeepers	Coaches

Verbal	Non-verbal
<ul style="list-style-type: none"> <li>• Courteous</li> <li>• Clearly spoken</li> <li>• Acknowledge others</li> <li>• Respectful</li> <li>• Approachable</li> <li>• Law book vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Good listener</li> <li>• Loud whistle</li> <li>• Clear signals</li> <li>• Strong body language</li> </ul>

## PERSONAL DEVELOPMENT

**Physical health:** being physical active through running, throwing, flag waving

**Social health:** surrounded by a team, communicating with various people

**Mental health:** outdoors in fresh air, practicing being composed, calm and courageous

3-5 min

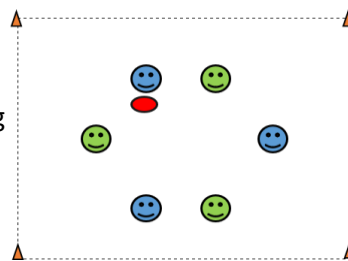
### Keeping Off Game

**Purpose:** Communicating and working together as a team, moving in response to where the ball is

**Equipment:** Per group of 4-6 students: 4 cones, 1 tennis ball (or football and handball)

**Set up:**

- Split class into groups of 4-6 students. Students play 2 v 2 or 3 v 3.
  - ◇ Aim of the game is to successfully pass the tennis ball 10 consecutive times in your team of 2 or 3, without the ball being intercepted by the defenders or hitting the ground. Players must stay inside the boundaries (marked with cones). No contact.
  - ◇ When the ball is intercepted, hits the ground or 10 consecutive passes is achieved, the defending team become the attackers
  - ◇ Aim to see which team can achieve 10 consecutive throws most.



**CHANGE IT:**

- More attackers than defenders
- Use a football and play by handballing the ball
- Can only hold the ball for 3 seconds

**LEARNING:**

- Practise communicating with team mates
- Watching the ball and moving accordingly

2 min

### Calf Tag

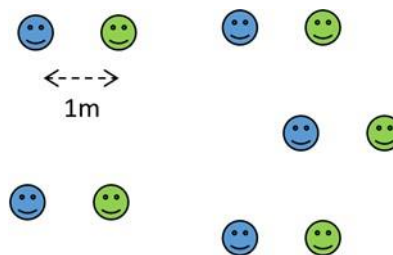
**Set up:**

In pairs, students find their own space and face each other (approx. 1m apart)

- Each student aims to tap their opponent's calf with two fingers to score a point
- Students must defend their own calf by maneuvering their body but cannot use their hands to defend and must stay within 2m of their opponent
- After 1 minute, change partners
- After 1 minute, make a group of 3

◇ Discussion – What did you do in this game to help you be successful?

\*Anticipation, reading the play, keeping your distance – all of these things are also valuable when you're umpiring to help get you into the correct position to see a free kick



**CHANGE IT:**

- Change partners
- Create a group of 3 or 4 and play

**LEARNING:**

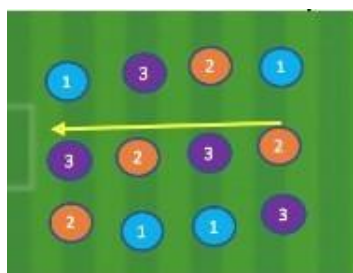
- How can you avoid getting tagged or tag your opponent?
  - ◇ By moving your body?
  - ◇ By watching the opposition?

2 min

### 3 person weave

**Set up:**

- Get into 3 groups
- Start with ball on right hand side
- Pass the ball to the left
- Umpire rotate starting positions– aiming to keep the ball with the middle ump



**CHANGE IT:**

- Competition

**LEARNING:**

- Umpire passing
- Moving whilst passing the footy

3 min

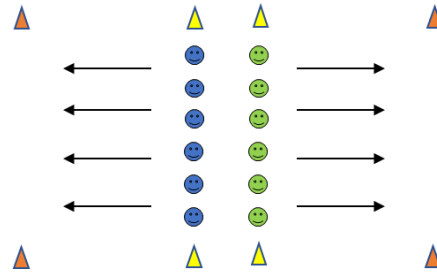
### Crumbs and Crusts

**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



**CHANGE IT:**

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

**LEARNING:**

- Importance of listening and understanding the rules of any game

**Purpose:** Anticipation, reading the play, keeping your distance

**Equipment:** nil

3-5 min

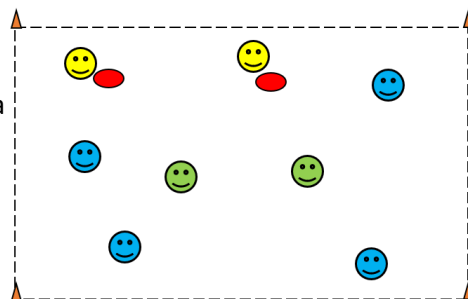
### Scarecrow Tiggy

**Purpose:** Practising dynamic movement, changing direction and communicating with your teammates

**Equipment:** Cones for the boundary, 6-8 footballs, bibs

**Set up:**

- Set up one or two areas using cones (if you have more than 16 students, set up two games)
- ◊ Select 1-3 **'taggers'** and 2-6 **'release'** players (wearing bibs to indicate)
- ◊ The **taggers** move around the area trying to tag the players, if tagged the players should stand like a scarecrow (stand like a star with legs apart)
- ◊ **Release** players attempt to handball the ball between the legs of the 'scarecrows' to get them back into the game
- ◊ Keep changing **taggers** and **releasers**



**CHANGE IT:**

- Change size of area
- Change number of taggers/releasers

**LEARNING:**

- Practise changing pace and moving based on observation
- Effective communication with teammates





# Field Umpiring

- Decision Making
- Signals & skills
- Positioning

**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



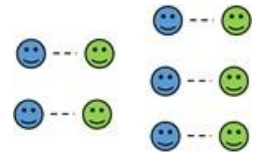
• *UDO demonstrates blowing their whistle. Short and loud.*

• 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

**CHANGE IT:**

- Change Leader
- Eliminate

**LEARNING:**

- ◇ Loud whistle
- ◇ Clear Voice
- ◇ Clear signals

*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*



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

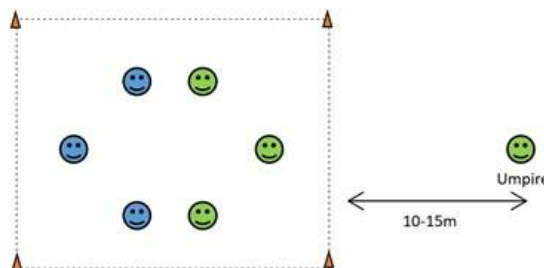
- Students form groups of 5-6: 2 v 2 or 3 v 2 with one student umpiring
- Aim of the game for players is to complete 5 consecutive handballs without the other team intercepting or the ball hitting the ground (only handballing)
- The players have 3 seconds to dispose of the ball and if the defenders tag 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

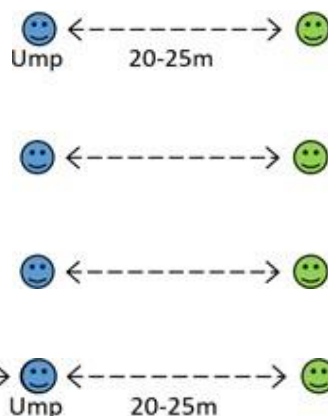
**Equipment:** 1 whistle per student, 1 football per pair

**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

5-7 min

### Bouncing

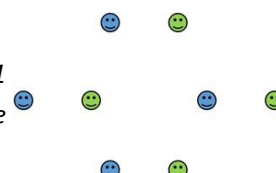
**Purpose:** Practise the skill of the bounce

**Equipment:** 1 whistle per student, 1 football per pair (or group of 3-4)

**Set up:** Introduce basics of bouncing the football:

- Cues to follow: (*images of cues listed at the end of Lesson 1*) – demonstrate or ask a student “expert” to demonstrate
  - ◇ The grip – hands spread evenly across the top of the ball
  - ◇ Approach to bounce – action begins above the head, the bend occurs at the waist
  - ◇ Position to bounce – balance over the front foot, head down close to the ground
  - ◇ Follow through after bounce – follow through with the arms
- Ask students to spread out with 1 football per 3-4 students (per pair if possible)
- Practice and provide each other with feedback according to cues (3-4 minutes)

*If time: As a group, have students nominate 1 person from each group and have a “bounce-off” with whole class. Only 1 person to bounce at a time and if you have a football centre circle use this for whole group bouncing activity.*



**CHANGE IT:**

- Provide each other feedback
- Use cones or the centre circle to award points - 10 points if the ball lands in the small circle, 5 points big circle, 0 points outside

**LEARNING:**

- Hold ball width ways
- Bend at the waist
- Get head down low
- Follow through with arms

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:

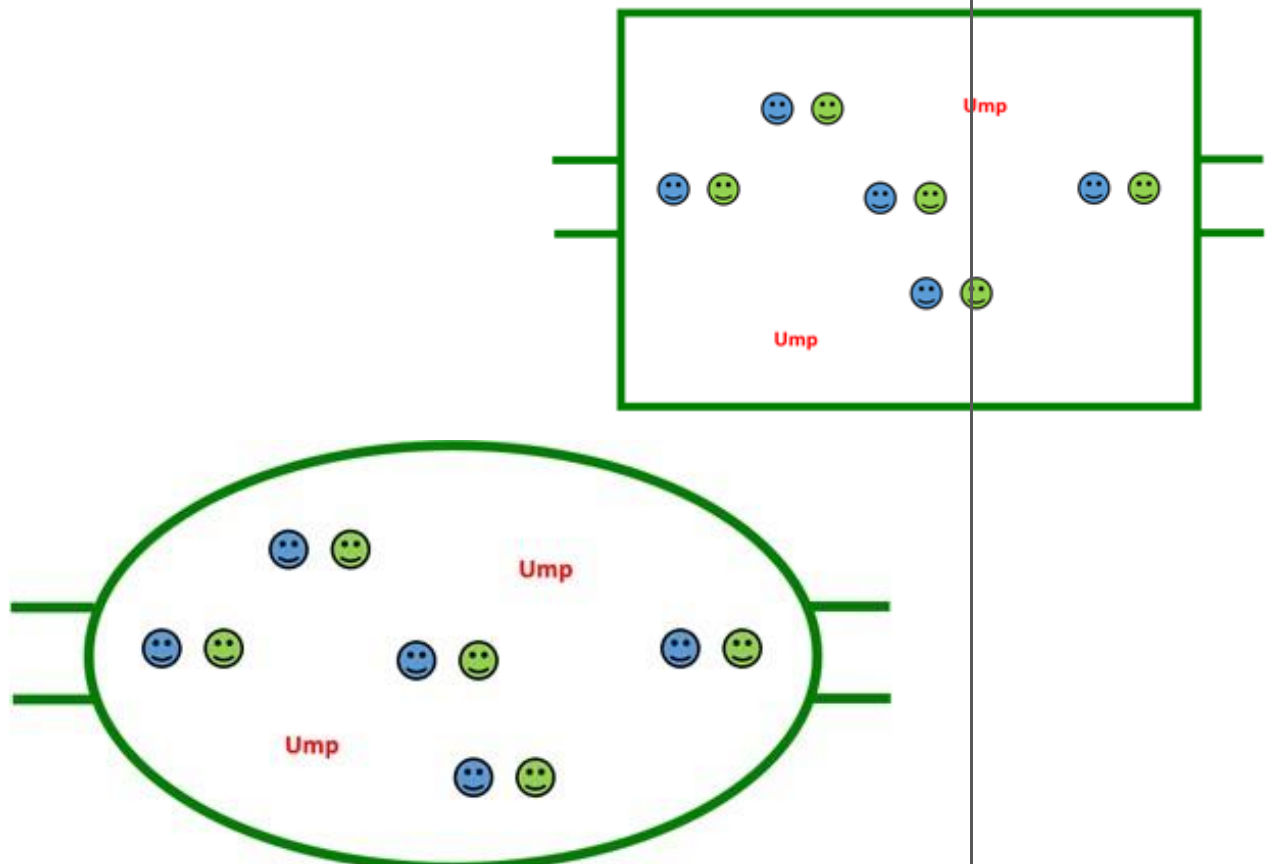
### CHANGE IT/

#### 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



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)

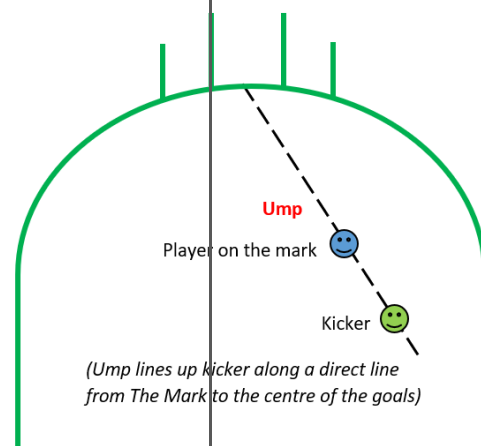
### Set up:

- **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

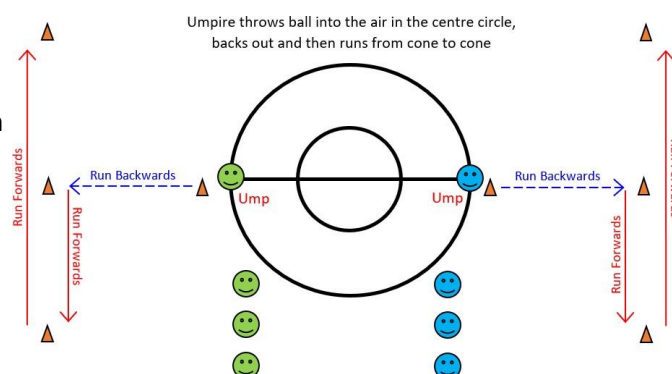
## Starting a Match

**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

7-10 min

## Zig Zag Decision Making Activity

**Purpose:** Practise positioning and movement, loud whistle and communication

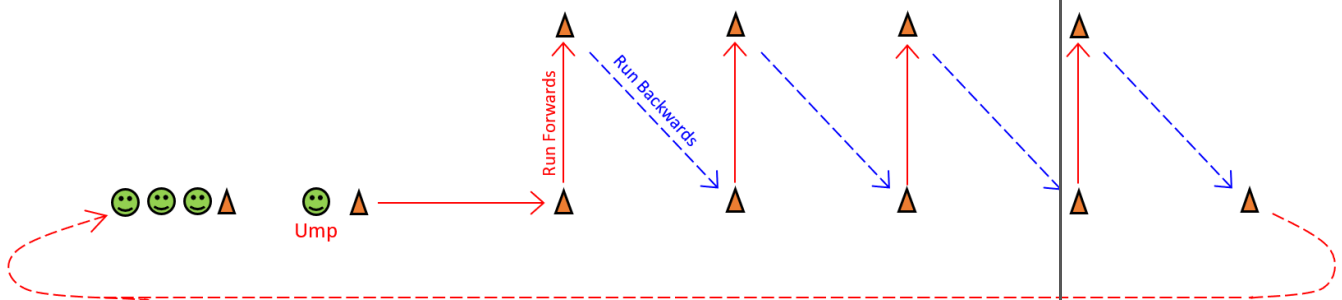
**Equipment:** 10 cones, 5-10 footballs, 1 whistle per student

**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**

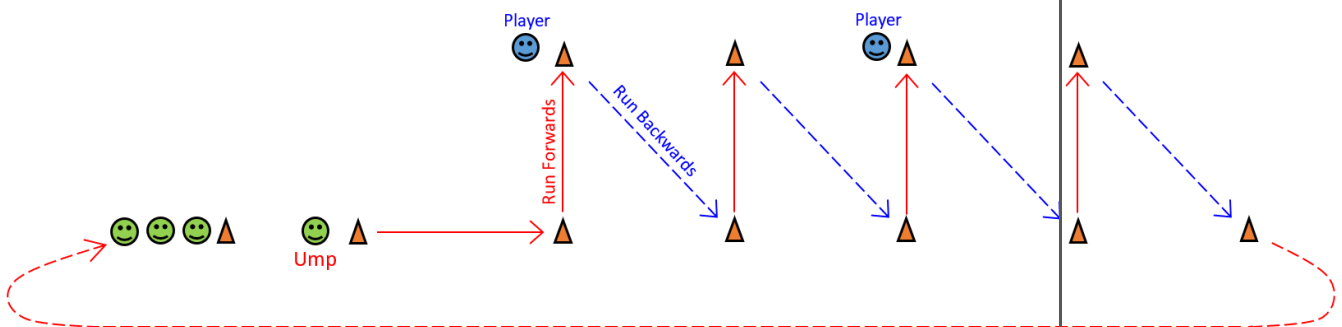
- Add additional players
- Teacher/student calls out a type of free kick at each cone, umpire signals & communicates accordingly



- ◊ **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)

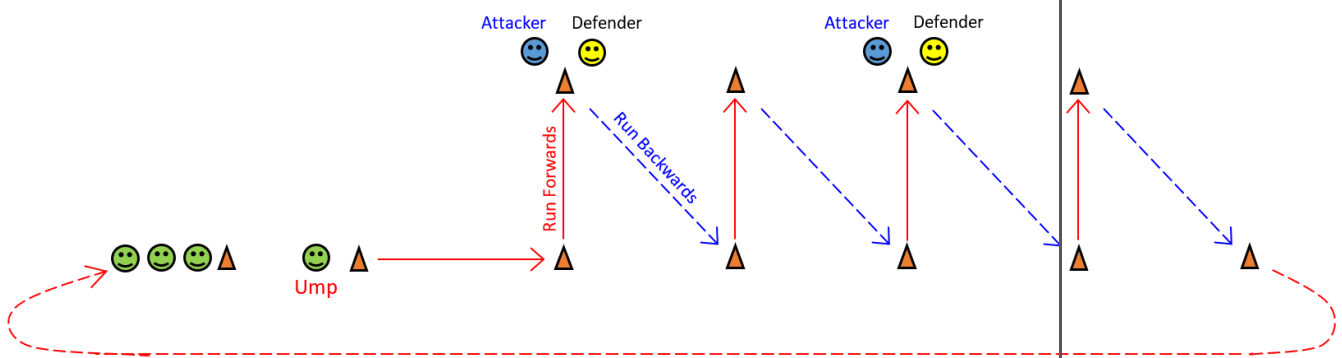
**LEARNING:**

- 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



## Field Umpire Signals



Starting the Quarter



High Tackle



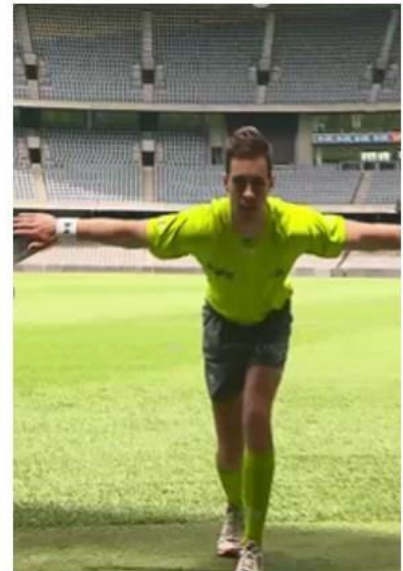
Push in the Back



Trip



Holding the Man



Holding the Ball



Play On



Ball Up



Boundary Throw In

## Field Umpire Signals



All Clear – Behind



All Clear - Goal



End of Quarter (Whistle and then signal with both arms up)  
First, Whistle -> Then place both arms in the air

## The Bounce Cues



The grip



Approach to bounce



Position for bounce



Follow through after bounce



# DISCUSSIONS



1-2 min

## Recap role of a Field Umpire

- Welcome students back and remind them of your name and what Community Umpiring Club you come from
- ASK: Remind me, what are the roles and responsibilities of a field umpire in AFL?
  - \* To keep players safe
  - \* To manage the game and ensure the game is played fairly and by the rules
  - \* Apply the laws and their interpretations according to the spirit of the laws
- *Recap* field umpire signals by calling out a free kick and students blow their whistle and perform the signal



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





# Boundary Umpiring

- Decision Making
- Signals & skills
- Positioning



1-2 min

## Role of a Boundary Umpire

- **ASK: What is the role of the boundary umpire?**
  - \* Be the final judge of when the ball is out of bounds or out of bounds on the full
    - What determines if the ball is out of bounds or out on the full?
  - \* Return the ball back into play after it goes Out of Bounds
  - \* Return the ball back to the field umpire after a goal
- **ASK: Who knows how a boundary umpire signals: (images of signals listed at the end of Lesson 2)**  
Practise these signals together as a group
  - \* Out of Bounds (OOB)?
  - \* Out of Bounds on the Full (OOF)?
- **ASK: Where should the boundary umpire position themselves during play?**
  - \* 10-15m away in front / behind the ball
  - \* The ball stays between them and the closest goals



5-7 min

## Boundary Throw In

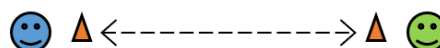
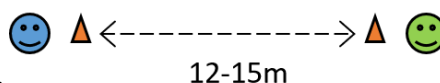
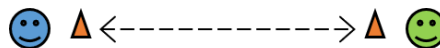
**Purpose:** Practise the skill of the Boundary Throw In

**Equipment:** 1 football per pair (or group of 3-4), 2 cones per group

### Set up:

#### Introduce the Boundary Throw In:

- Cues to follow: (images of cues listed at the end of Lesson 2) – demonstrate or ask a student “expert” to demonstrate
  - ◇ *The grip* – your dominant hand is positioned underneath the ball with your non-dominant hand on the side of the ball to guide your throw
  - ◇ *Initial Stance* - feet on the boundary line, shoulder width apart with your back toward the centre of the ground (you can come 5m into the field of play if needed)
  - ◇ *Preparation* - crouch down like a squat
  - ◇ *Release* - Explode from the squat position, aiming to swing your arm quickly from a low to high position and release the ball high into the air
    - \* You should aim to throw the ball 5-7m into the air with the ball landing 12-15m inside the field of play from the boundary line
- Ask students to spread out with 1 football pair if possible (or per 3-4 students) and two cones. Set up 1 cone on the boundary line and 1 cone 12-15m inside the field of play
- One student stands at each cone and they practice the boundary throw in to each other and provide feedback to their partner according to cues



### CHANGE IT:

- Provide each other feedback
- Use hoops as the target
- Set up cones as targets, landing the ball in the smaller circle = more points, larger circle = less points

### LEARNING:

- Aim for height with the boundary throw in
- Use your legs to produce power for your throw

5-7 min

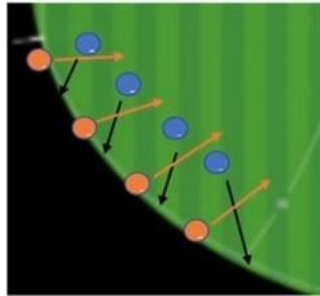
## Rolling throws

**Purpose:** Practise the skill of the Boundary Throw In

**Equipment:** 1 football per pair (or group of 3-4), 2 cones per group

**Set up:**

- Umpires split into pairs (or groups of 3 if needed)
- Orange umpire completes throws
- Blue umpire rolls the ball in front of Orange umpire
- Focus is on Orange umpire to focus on ball crossing the line
  - Make decision and signal
  - Retrieve the ball as quickly as possible
  - Direction of the throw to the centre of the ground
  - Speed of throw action
- 4x throws then umpires swap roles



**CHANGE IT:**

- Provide each other feedback
- Use hoops as the target
- Set up cones as targets, landing the ball in the smaller circle = more points, larger circle = less points

**LEARNING:**

- Aim for height with the boundary throw in
- Use your legs to produce power for your throw

5-7 min

## Running throws

**Purpose:** Practise the skill of the Boundary Throw In

**Equipment:** 1 football per group, different coloured cones

**Set up:**

- Umpires split into two teams
- Each umpire throws towards a target
- Where the throw lands dictates the following efforts
  - 3 points for hitting the target = no run effort
  - 2 points for landing in the drop zone = run to purple cone
  - 0 points for landing outside = effort to blue cone
- Team with the most points at the end, wins!



**CHANGE IT:**

- Provide each other feedback
- Use hoops as the target

**LEARNING:**

- Aim for height with the boundary throw in
- Use your legs to produce power for your throw

5-7 min

## Running the world throws

**Purpose:** Practise the skill of the Boundary Throw In

**Equipment:** 1 football per pair (or group of 3-4), cones for

**Set up:**

- Throwing in pairs from point 1 to 4
- Sharp effort between each cone
- Rotating in an anti clockwise direction
- 1x umpire throws, 1x catches
  - rotates after one full around the world



**CHANGE IT:**

- Provide each other feedback
- Use hoops as the target

**LEARNING:**

- Aim for height with the boundary throw in
- Use your legs to produce power for your throw

5-7 min

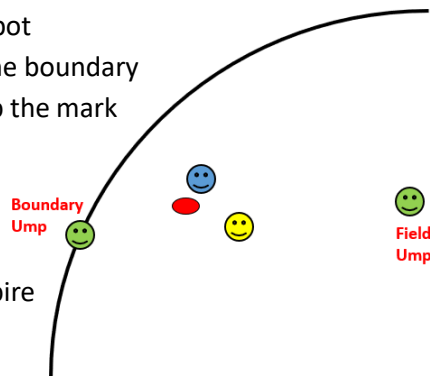
### Is it out?

**Purpose:** Practise the Boundary Throw In, signals and procedures associated, practise positioning and movement to adjudicate the boundary line correctly

**Equipment:** 1 football per group of 3-4, 1 whistle, boundary line (preferable) or cones

**Set up:**

- *Recap with the whole group: What are the...*
  - ◇ Boundary umpire signals/procedures and what determines if it is Out of Bounds or Out of Bounds on the Full
  - ◇ Where should the boundary umpire position themselves in general play?
  - ◇ Field umpire signals and procedure when the ball goes Out of Bounds or Out on the Full
- Create groups of 4 students (1 boundary umpire, 1 field umpire, 2 players)
  - ◇ The 2 players move the ball around near the boundary line (handpassing the ball to each other) and then the ball goes out—the boundary umpire needs to signal if it was Out of Bounds (OOB) or Out on the Full (OOF) and wait for the field umpire to acknowledge
  - ◇ Field umpire needs to signal correctly and then proceed with the procedure
    - \* OOB - boundary umpire will throw the ball back into play and the field umpire will adjudicate the contest
    - \* OOF - boundary umpire will mark the spot on the ground where the ball crossed the boundary line & back off & field umpire will set up the mark
    - \* Communication between field and boundary umpire is crucial
- Repeat the activity twice, then swap roles - everyone should have a go as a boundary umpire and a field umpire



**CHANGE IT:**

- Players can plan scenarios and play them out
- Players might soccer or kick the ball
- Field umpire adjudicates the play before the ball crosses the boundary line

**LEARNING:**

- Demonstrate understanding of the rules, signals and procedures as a boundary umpire
- Aim for height with the boundary throw in
- Practice moving with the play to be in the best position to adjudicate (boundary & field umpire)

5-7 min

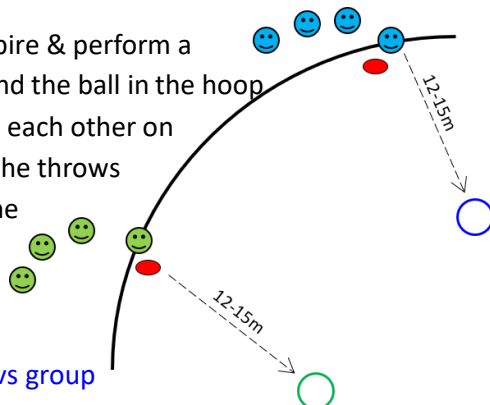
### Can you hit the target?

**Purpose:** Practise performing the Boundary Throw In correctly

**Equipment:** Per group: 1 football, 1 hoop/4-5 cones, 1 whistle per student

**Set up:**

- Groups of 4 students who are competing against each other
  - ◇ Each group sets up an area near the boundary line, with a hoop or cones placed 12-15m inside the field of play
  - ◇ Students take turns as the boundary umpire & perform a boundary throw in correctly aiming to land the ball in the hoop
    - \* Group members provide feedback to each other on technique - emphasising height for the throws
    - \* Keep score of who lands the ball in the hoop the most times in your group
  - ◇ After 3-4 minutes at your station, swap to a different groups area
- Can compete within your group or group vs group



**CHANGE IT:**

- Once your group lands to ball in the hoop 3 times, find a new boundary throw in area to use. First group to achieve 3 successful throws at each area is the winner

**LEARNING:**

- Perform a successful boundary throw in
- Provide constructive feedback to your group members

5-7 min

## Race to the post

**Purpose:** Practise boundary umpire movement, goal/behind assistance & procedures

**Equipment:** 2 footballs per group of 4, 1 whistle each, boundary line or cones, goal posts/agility posts

### Set up:

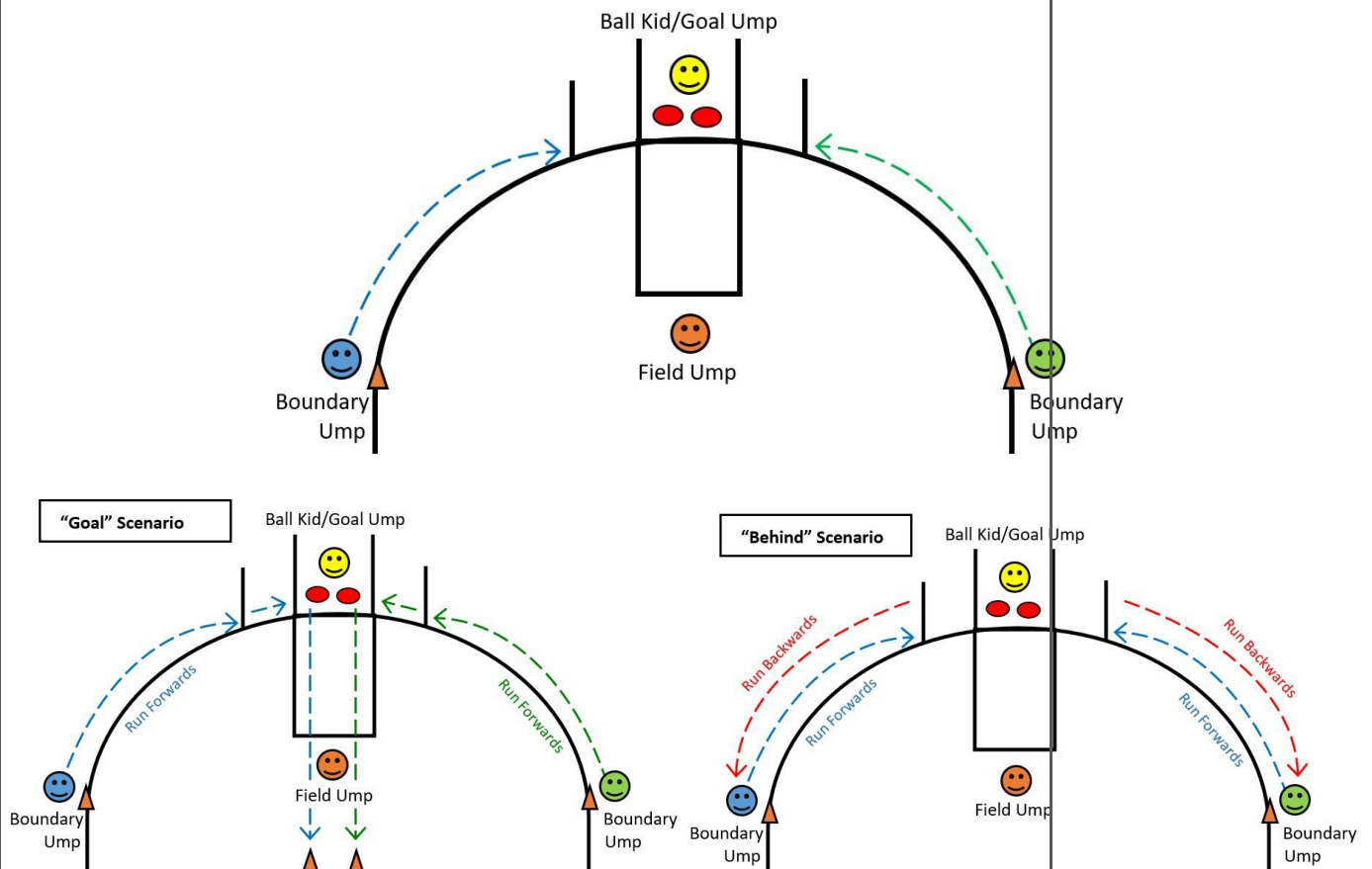
- *Recap with the whole group:*
  - ◇ Boundary umpires role includes assisting the goal umpire with shots on goal and returning the ball to the centre after a goal is kicked
  - ◇ Field umpire signals and procedure when a goal/behind is scored
- Create groups of 4 students (2 boundary umpires, 1 field umpire, 1 "ball kid"/goal umpire)
  - ◇ Boundary umpires set up 20m out from goals on opposite boundary lines, Field umpire sets up at the top of the goal square and "Ball kid"/Goal umpire stands in the goals with 2 footballs (see diagrams below)
  - ◇ Field umpire calls go and both Boundary umpires race each other into their closest behind post, whoever arrives first gets 1 point.
  - ◇ Field umpire then signals for an "All Clear, Goal" or "All clear, Behind"
  - ◇ Boundary umpires must respond to the field umpires signal
    - \* Goal: Collect ball from middle of the goals and run down the centre of the ground to the cone
    - \* Behind: Back backwards as quickly as possible along the boundary line to the 20m cone.
- *Swap roles* - 2 boundary umpires become the field umpire and ball kid/goal umpire. Repeat the activity until everyone has performed each role

### CHANGE IT:

- Add "players" who take a set shot and proceed according to how they score
- Add a field umpire to the centre of the ground & boundaries carry ball to them
- Remove 1 ball and boundary umpires relay ball back to the centre

### LEARNING:

- Process for set shot at/after goal
- Demonstrate understanding of the roles & procedures as a boundary umpire
- Communication between boundary, field & goal umpire essential



5-7 min

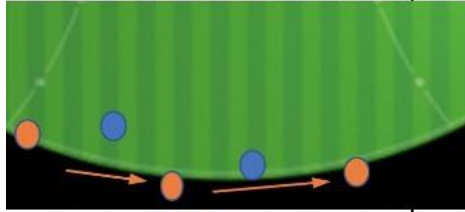
## Running past the kicker

**Purpose:** Practise positioning along the boundary line

**Equipment:** 1 football per group, different coloured cones

**Set up:**

- Umpire (orange) must run past player (blue)
- Player kicks down the line to another player
- Umpire must decide whether to run past or remain on the long side of play
- Umpire must maintain safe working distance away from player
- Players/ Umpires rotate through



**CHANGE IT:**

- Provide each other feedback
- Smaller groups

**LEARNING:**

- Know where to position yourself on the boundary line at different points
- Judge the ball movement

5-7 min

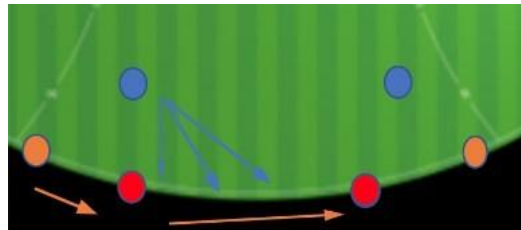
## Managing distance from play

**Purpose:** Practise positioning along the boundary line

**Equipment:** 1 football per group, different coloured cones

**Set up:**

- Umpire (orange) is running down boundary line managing distance from play must run past player (blue)
- Umpire has decision to either stay short or run past play (to red)
- Once run through, umpires/ players rotate



**CHANGE IT:**

- Provide each other feedback
- Smaller groups

**LEARNING:**

- Know where to position yourself on the boundary line at different points
- Judge the ball movement

5-7 min

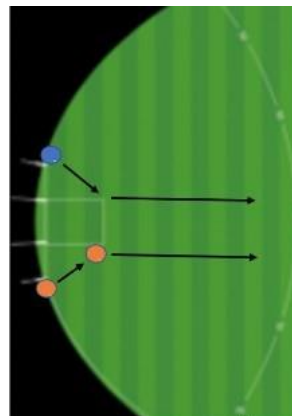
## Match Simulation

**Purpose:** Practise positioning for set shots on goal

**Equipment:** Football

**Set up:**

- Umpires start at 50m in pairs
- Mark is taken by lead out player and umpires trigger to the post
- Umpires ensure to communicate with 'goal umpire' when they arrive
- Complete run through up the middle of the ground - focus on keeping distance between umpires



**CHANGE IT:**

- Provide each other feedback
- Smaller groups

**LEARNING:**

- Know when to arrive at the post
- Communication with the goal umpire
- Change of pace

10-15 min

## Modified Small-Sided Game *(extend/reduce time based on lesson length)*

**Purpose:** Practice maintaining correct distance & position as a boundary umpire, adjudicate the boundary line & return the ball to the centre after a goal

**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:

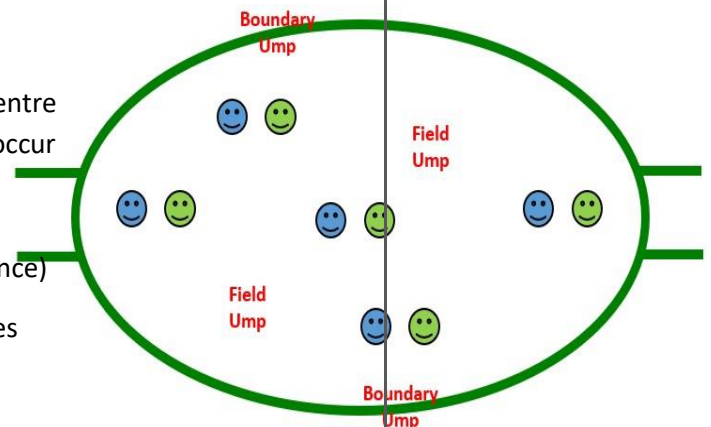
- Split group into four teams (two games played at the same time), approximately 6 v 6 players with simplified rules
  - ◇ 2 people will **field umpire** and 2 people will **boundary umpire** each field (2 umps from each team) - rotate umpires every 2 minutes
  - ◇ Aim is for teams to score by kicking 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
- **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 umpires and boundary every 3-4 minutes
- Rotate teams/opponents every 4-6 minutes

### 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:

- Stay on the boundary line and maintain distance from play
- Practise performing boundary umpiring decisions, signals and boundary throw in
- Loud whistle & clear signals



5-7 min

## Boundary Umpire Relays

**Purpose:** Practise boundary umpire relay run & communicating with team mates

**Equipment:** Per group of 6 - 1 football, 2 cones

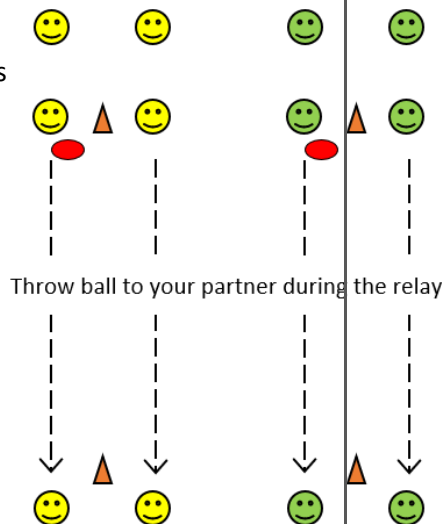
**Set up:**

- *Returning the ball to the centre after a goal is performed by the boundary umpires as a relay*

- ◇ This activity will be a relay race competed in by groups of 6 students/boundary umpires - 6 v 6 v 6 v 6 v 6
- ◇ Create groups of 6 students, start with 4 at one cone and 2 at the other cone (20m away)
- ◇ Two boundary umpires (one carrying a football) at a time perform a relay run together between the two cones. The umpire with the ball must throw the football to the other umpire before reaching the rest of their team and throwing the football to the next boundary umpire pair. The next pair then runs back to the original cone. Repeat this until each pair has performed 2 relay run throughs (6 relays altogether for the team) before a winning group is determined. First team to complete 6 relays are the winners.

*Boundary umpire relay tips:*

- \* When throwing the ball, try to get it to spin backwards
- \* Matching the speed of your partner will lead to greater success
- \* Communicate with your partner to check they're ready to receive the ball



**CHANGE IT**

- Increase the length of the relay run/number of relay runs
- Change partner each relay

**LEARNING:**

- Communicate with your team mates
- Practise the procedure for returning the ball to the centre after a goal

5-7 min

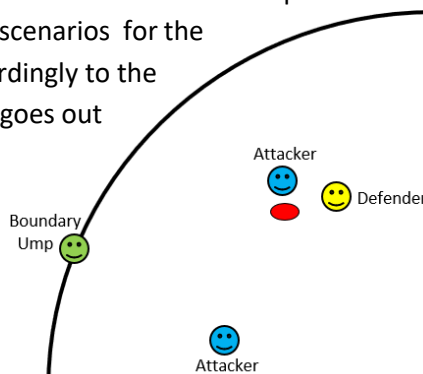
## Repeated boundary line decision making

**Purpose:** Practise position and movement on the boundary line & boundary throw in

**Equipment:** Per group of 4: 1 football, cones/boundary line, 1 whistle per student

**Set up:**

- Create groups of 4 students (1 boundary umpire, 3 players - 2 v 1)
  - ◇ The 2 attacking players move the ball around near the boundary line - kicking, handpassing, soccering, tapping the ball. The defender tries to intercept the ball. The players should perform different scenarios for the boundary umpire to position themselves accordingly to the play, make the correct decision when the ball goes out and throw the ball in when appropriate
  - ◇ Keep the same boundary umpire for 2-3 minutes so they have the opportunity to experience a few different scenarios before swapping boundary umpires.



**CHANGE IT**

- Scenarios could include:
  - \* Ball comes off shin & goes over the line on the full
  - \* Soccered but hits the ground before going out of bounds
  - \* Ball lands on the line

**LEARNING:**

- Maintain 10-15m in front/behind the play
- Practise decision making on the boundary line

## Boundary Umpire Signals



Out of bounds (OOB)



Out of Bounds on the full (OOF)



Free kick mark for out on the full



Ball hit post – then signal (OOB or OOF)

## Boundary Throw In Technique Cues



The grip



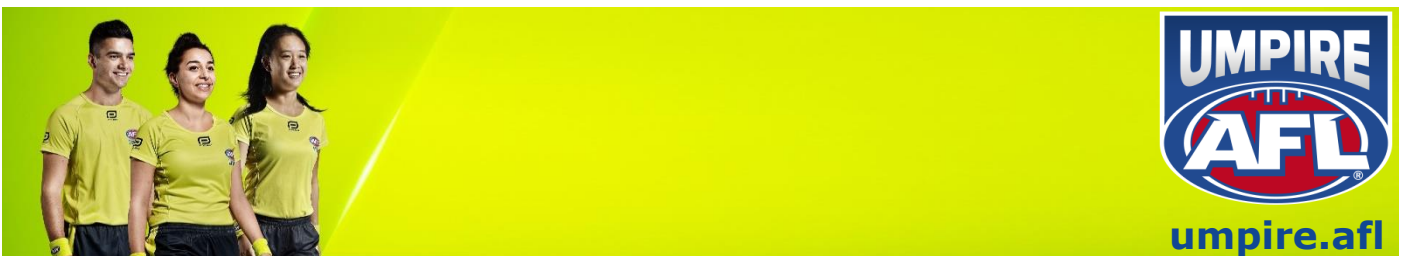
Initial stance



Preparation



Release







# DISCUSSIONS



1-2 min

## Recap role of a Boundary Umpire

- Welcome students back and remind them of your name and what Community Umpiring Club you come from
- *ASK*: Remind me, what are the roles and responsibilities of a boundary umpire in AFL?
  - \* Be the final judge of when the ball is out of bounds or out of bounds on the full
  - \* Return the ball back into play after it goes out of bounds
  - \* Return the ball back to the field umpire after a goal
- *Recap* boundary umpire signals by calling out OOB or OOF and students blow their whistle and perform the signal
  - \* What are the cues for performing a boundary throw in?



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 the boundary umpire?
- What are the signals for OOB and OOF and what determines which decision it is?
- Where should the boundary umpire position themselves from the play?
  - \* 10-15m away in front / behind the ball
  - \* The ball stays between them and the closest goals
- What are the cues for performing the boundary throw in?
  - \* Team work and communication with field umpire and goal umpire essential
- Close lesson by thanking and praising students for their participation and engagement





# Goal Umpiring

- Decision Making
- Signals & skills
- Positioning

4-5 min

## Role of a Goal Umpire

- ASK: What is the role of the goal umpire?
  - \* Be the final judge of the score
    - What determines if the score is a goal or a behind? Discuss.
- ASK: Who knows how a goal umpire signals: (images of signals and flag waving listed at the end of Lesson 3)

Demonstrate each signal and then practise these signals together as a group

  - \* Goal signal and flag waving
  - \* Behind signal and flag waving
    - What other signals do goal umpires perform for:
      - A Behind: tap chest, tap hands, tap knee, tap post
      - Assisting the boundary umpire: out of bounds, out on the full
- ASK: Who does the goal umpire need to communicate with?
  - ◇ Must receive either an "All clear, behind" or "All clear, goal" from field umpire before signally behind/goal and waving flags
  - ◇ Work together with boundary umpire to adjudicate the score near the behind post
- ASK: Where should the goal umpire position themselves during play or for a set shot?
  - \* The goal umpire should move in relation to the ball, keeping a straight line between the ball and the middle of the goals at all times (positioning diagrams on the next page)



5 min

## Goal Umpire Signals Introduction

**Purpose:** Practise the skill of the Goal Umpire signalling and flag waving technique

**Equipment:** 1 pair of flags per pair (if possible)

### Set up:

- Demonstrate Goal Umpire signals: behind and goal hand signals and flag waving technique. (images of cues listed at the end of Lesson 3)
  - ◇ demonstrate or ask a student "expert" to demonstrate
    - \* Recap additional signals used for a behind (tap chest, hands, post, knee) & boundary line signals to assist boundary umpires
- DISCUSS: What are some different scenarios that might occur and the outcome? (couple examples listed)
  - ◇ Ball punched through? = Tap hands above head, receive "all clear, behind" from field umpire, signal behind, wave one flag
  - ◇ Ball hits the goal post? = Tap post, receive "all clear, behind" from field umpire, signal behind, wave one flag
- Signal and flag waving practice:
  - ◇ Set up students in lines facing you, Teacher/UDO says:
    - \* "All clear, goal" and students signal and wave/pretend to wave flags
    - \* "All clear, behind" and students signal and wave/pretend to wave flag
    - \* Go through scenarios by calling them out & students signal as goal umpires
      - **Goal line:** e.g. soccered / touched / carried / kicked over the goal line
      - **Behind Line:** e.g. kicked / punched over the behind line, hits the behind post on the full or after bouncing



### CHANGE IT:

- Work in small groups or pairs, one person calls out scenario and others have to signal/wave flags
- Use students to call out scenarios for the whole class
- If students perform incorrect signal, they kneel, then sit, etc. to find a winner

### LEARNING:

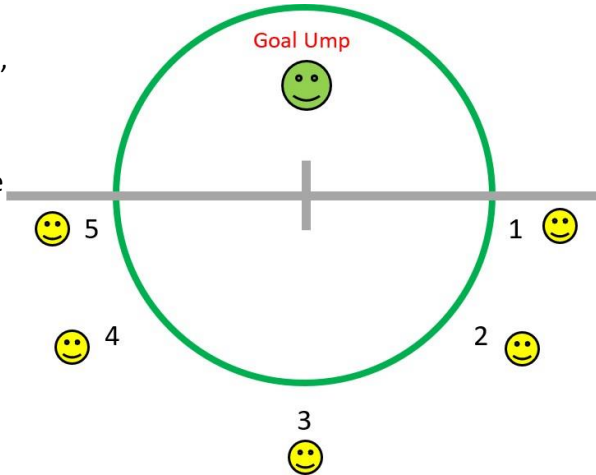
- Practise goal umpire hand signals and flag waving
- Practise responding to different scenarios as the goal umpire

**Purpose:** Practise goal umpire positioning for online contests

**Equipment:** per group of 4-6 - 1 pair of flags (if possible), 1 football, 2-4 posts (goal and behind posts - or agility poles)

**Set up:**

- *Set up* activity along a straight line, which serves as the goal line (where possible, use a goal square and goal posts).
- Position group members in an arc meeting the line at each end, from positions 1-5 (see diagram right). Minimum 4 people per group (1 goal umpire & 3 people positioned 1-3-5)
- Aim: For the players on the arc to throw/handball the ball among themselves, with those at positions 1 and 5 taking the ball near or over the line when they have possession.



**CHANGE IT:**

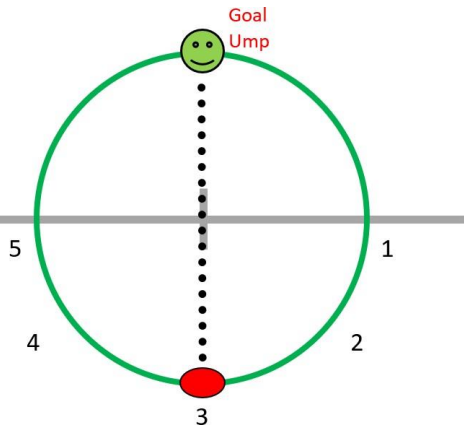
- Group members take the ball through the goals & goal umpire has to make decision, signal & wave their flags
- Group members come up with scenarios to play out

**LEARNING:**

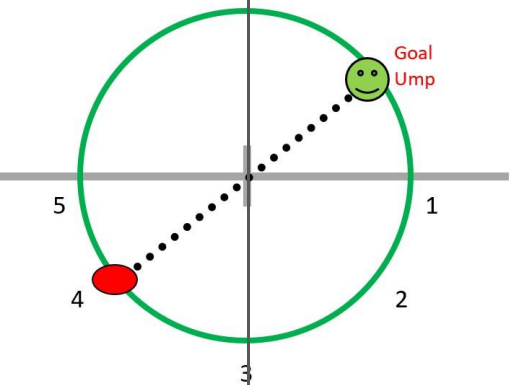
- Practise goal umpire positioning for online contests
- Practise responding to different scenarios as the goal umpire

◇ Positioning examples based on where the ball moves:

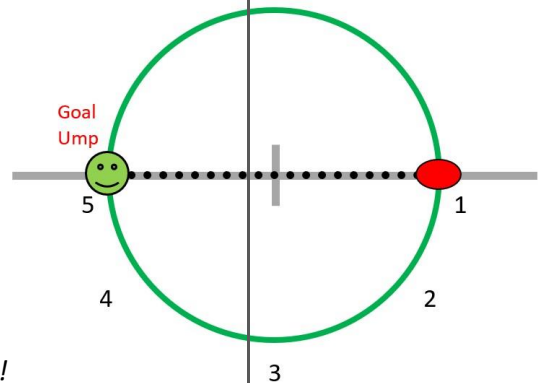
\* **The goal umpire moves in relation to the ball, keeping a straight line between the ball and the middle of the goals at all times.**



\* *At position 1*, goal umpire will be side on, looking to see whether the ball has crossed the line.



\* *When the ball is in position 3*, the goal umpire will be straight in front



Goal Umpires Remember:

- ◇ *The whole ball must be across all of the line for it to be a score!*
- ◇ Stay on your toes and only get online when the ball is in position 1 or 5
- ◇ Stay back from the line when the ball is offline
- Group members start slow and speed up once the goal umpire gets the hang of it
- Go for 30 seconds then rotate positions

5-7 min

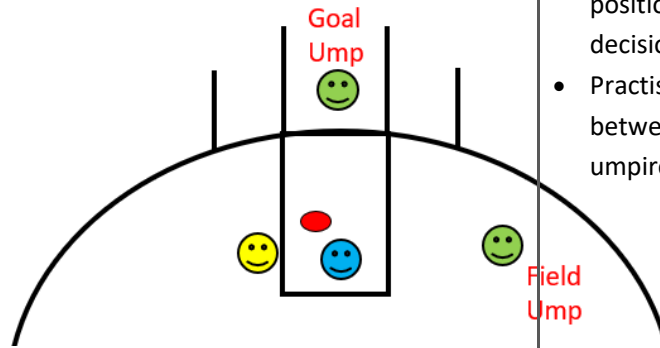
### What's the score?

**Purpose:** Practise goal umpire positioning and decision making

**Equipment:** per group of 4-6 - 1 pair of flags (if possible), 1 football, 2-4 posts (goal and behind posts - or agility poles)

**Set up:**

- Create groups of 4 (1 goal umpire, 1 field umpire & 2 players)
- Players will play out scenarios near the scoring line with the football eventually going over one of the scoring lines (goal or behind line)
  - ◇ Goal umpire will indicate a score (tapping chest, etc. or walking to the middle of the goals)
  - ◇ Field umpire will signal "All clear, Goal / Behind / Touched" etc.
  - ◇ Goal umpire to signal with hands and wave flag/s
    - \* If there are any free kicks observed by the field umpire, they should award these and then play out the set shot for goal umpire to adjudicate.
- Complete two scenarios and then swap roles, field umpire and goal umpire swap. Then players become umpires after. Everyone should have a go as the field umpire and goal umpire.



**CHANGE IT:**

- Add additional players
- Players to plan scenarios to make it challenging for umpires
- Start the activity further away from the goals to provide goal umpire opportunity to practise their movement

**LEARNING:**

- Practise goal umpire positioning and decision making
- Practise communication between field and goal umpire

5-7 min

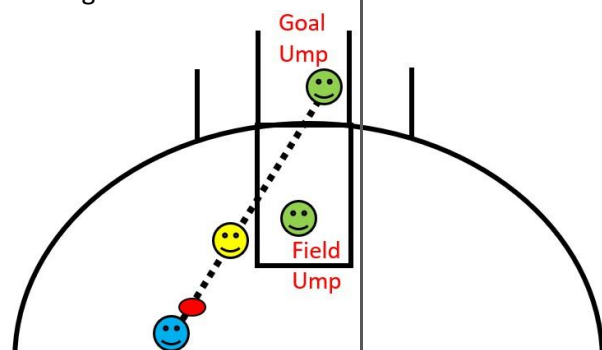
### Set Shots

**Purpose:** Practise goal umpire positioning and decision making for set shots on goal

**Equipment:** per group of 4-6 - 1 pair of flags (if possible), 1 football, 2-4 posts (goal and behind posts - or agility poles)

**Set up:**

- Using the same groups of 4 as above (1 goal umpire, 1 field umpire & 2 players - 1v1)
  - ◇ *Attacking Player* throws the ball in the air and marks it, the Field Umpire blows their whistle to award the mark and then sets up the player to have a shot on goal (line player up with the middle of the goal - see Lesson 1 Field Umpiring), the *defending player* stands on the mark
  - ◇ Attacking player takes their set shot
  - ◇ Goal Umpire positions themselves accordingly, adjusts if needed after the kick and responds appropriately once the ball has crossed the scoring line
  - ◇ Field Umpire gives the "All Clear, Behind/Goal"
  - ◇ Goal Umpire signals Goal/Behind and waves flags
- Rotate roles after each set shot so everyone has a go at Goal and Field Umpiring



**CHANGE IT:**

- Add additional players
- Players to plan scenarios to make it challenging for umpires

**LEARNING:**

- Practise goal umpire positioning and decision making
- Practise communication between field and goal umpire

10-15 min

## Modified Small-Sided Game *(extend/reduce time based on lesson length)*

**Purpose:** Practice maintaining correct position as a goal umpire, adjudicate the scoring line decisions, signal appropriately and communicate with field & boundary 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:

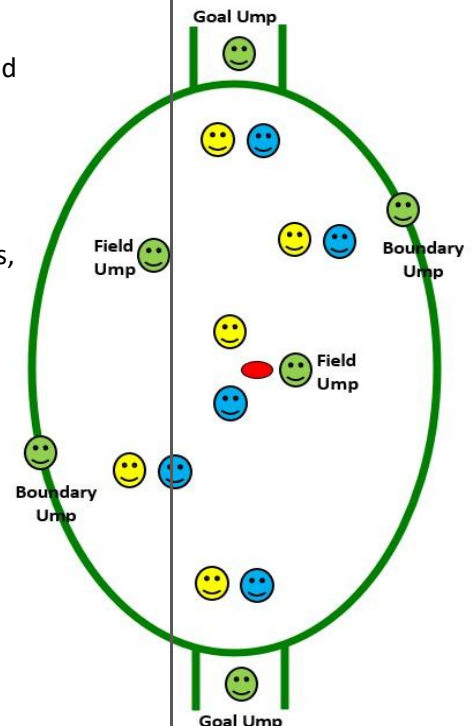
- Split group into two-four teams (one-two games played at the same time), approximately 6 v 6 players with simplified rules
  - ◇ 2 people will **field umpire**, 2 people will **boundary umpire** and 2 people will **goal umpire** each field (3 umps from each team) - rotate umpires every 2 minutes
  - ◇ 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.
- **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
- Rotate teams/opponents every 4-6 minutes

### CHANGE IT

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

### LEARNING:

- Position according to where the ball is - keeping a straight line between the ball and the middle of the goal
- Practise performing goal umpiring decisions & signals



5-7 min

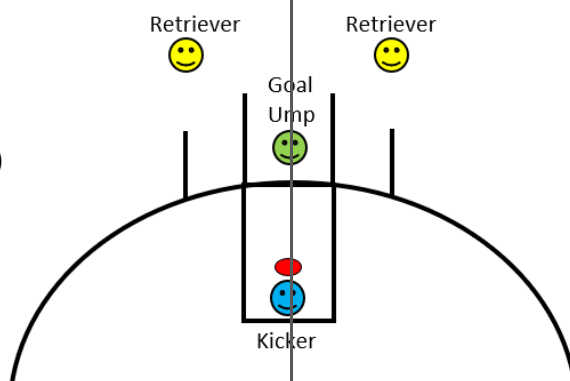
## Back to front

**Purpose:** Practise goal umpire positioning

**Equipment:** Per group of 4 - 2 flags, 2 footballs, 4 goal posts (posts/agility poles)

**Set up:**

- Create groups of 4 (1 goal umpire, 1 kicker, 2 ball retrievers)
  - ◇ The goal umpire starts with their back to the kicker
  - ◇ When the kicker yells “go”, the goal umpire turns to face the field, as the kicker releases a quick kick to the left or right behind area
  - ◇ The goal umpire needs to react quickly, chasing the ball to the direction it goes and keeping an eye on where it crosses the line
  - ◇ Rotate goal umpire and kicker every 3-4 shots
- *Progression:* Add in signals and flags
  - \* For a behind: tap chest and signal with one hand
  - \* For out of bounds: signal with straight arm up (beside ear)
  - \* For out of bounds on the full: signal with straight arm sideways



**CHANGE IT**

- Add a defender and include touched, carried through
- Include boundary and field umpires

**LEARNING:**

- Practise goal umpire positioning, decision making and signalling

5-7 min

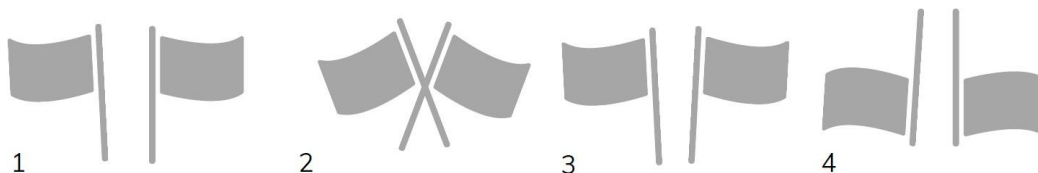
## Flag Waving

**Purpose:** Practise goal umpire hand signalling and flag waving

**Equipment:** Per group of 2-4 - 1 football, 2-4 goal posts (agility posts), 2 flags

**Set up:**

- In groups of 2-4 students (1 goal umpire, 1 kicker)
  - ◇ Kicker kicks ball through goals
  - ◇ Goal umpire walks to the centre of the line and signals a goal
  - ◇ Retrieve flags from right hand goal post
  - ◇ Returns to the centre of the goals and wave flag using the action below
  - ◇ Returns flags to original position at right hand goal post



1. Hold flags straight up
2. Cross flags above head
3. Return to position 1
4. Bring flags straight down either side of body.

- ◇ Repeat 3-4 times, then swap roles. Everyone should have a turn as the goal umpire
- ◇ Include a variety of scenarios after everyone has had a go

**CHANGE IT**

- Kicker can score a goal or behind
- *Scenarios include:* Ball kicked along the ground, hits the post, touched through

**LEARNING:**

- Practise decision making on the scoring line
- Practise hand signalling and flag waving

## Goal Umpire Signals



Behind has been scored.



Goal has been scored.



Ball has been touched,  
follow this with point signal.



Behind touched goal post,  
follow this with point signal.



Behind has been scored



Out of bounds  
- to boundary umpire



On the full  
- to boundary umpire

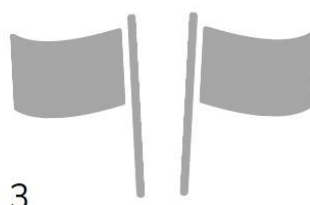
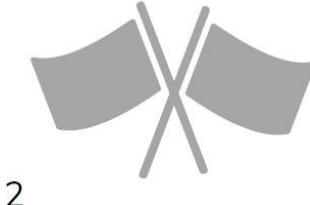
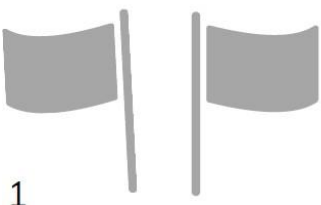
## Goal Umpire Flag Waving Technique



Goal – from here flags come  
across once, back once and  
then back down.



Point – from here flag  
comes across, back  
and then down.







# DISCUSSIONS



2 min

## Scoring

**Purpose:** Understand how the score is recorded as a goal umpire

**Equipment:** nil

**Set up:**

- **ASK:** How many points are scored for a goal and for a behind?
- Discuss the goal umpires role in keeping the score
  - ◇ A score should be recorded as soon as possible. If it is a behind, the goal umpire needs to wait until the ball has left their area to record the score
  - ◇ **Ask:** Why would a goal umpire use a pencil rather than a pen? - can erase & a pen doesn't work in the rain
  - ◇ How and when do the two goal umpires ensure they have the correct & the same score?
  - ◇ How do goal umpires indicate to the scoreboard the score is correct?
- Show an example of a score card ([example at the end of Lesson 3](#)):
  - ◇ How is the score card filled in:
    - \* During the quarter?
    - \* At the end of each quarter?
    - \* At the end of the game?



**CHANGE IT**

- Provide each pair with a score card to use during activities

**LEARNING:**

- Understand the process of recording the scores

3 min

## Recap and Close Lesson

**Purpose:** Recap and consolidate concepts practised and discussed

**Equipment:** 1 pair of flags (if possible)

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

- What is the role of the goal umpire?
  - ◇ Where should the goal umpire position themselves in relation to the ball?
  - ◇ What are the signals that a goal umpire performs? Ask students to recall & demonstrate with hands & flags
  - ◇ How does the goal umpire record the score?
  - ◇ Who does the goal umpire need to communicate with and how do they do this?
- Close lesson by thanking and praising students for their participation and engagement





# Match Simulation

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 below](#)

### Rules:

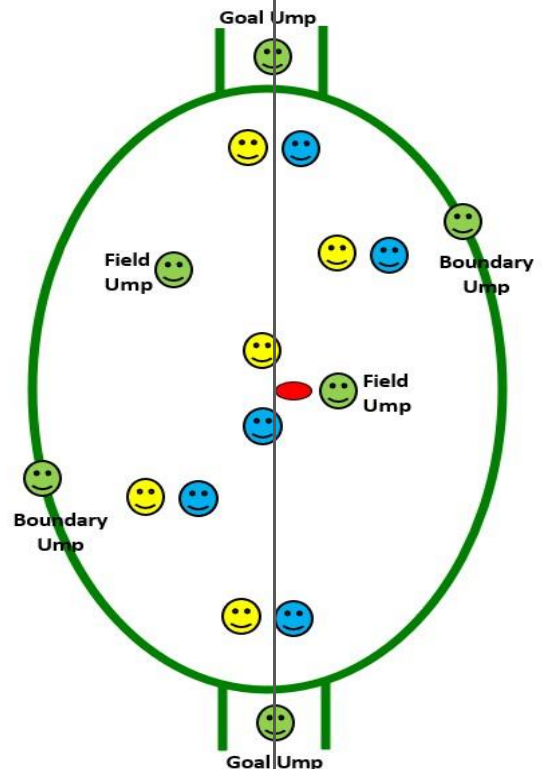
- ◇ Start the game with a ball up
- ◇ After a goal, restart the play with a ball up in the centre
- ◇ When the ball goes out of bounds, a throw in will occur
- ◇ No tackling/bumping: 2-hand touch & player must dispose of ball within 2 secs
- ◇ Mark can be paid for any kick (irrespective of distance)
- 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





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