STUDENT PRACTICAL WORKSHEET 1

List examples of previous umpiring/refereeing you have experienced.

<table>
<thead>
<tr>
<th>AT HOME</th>
<th>IN THE SCHOOL YARD</th>
<th>STRUCTURED</th>
<th>OTHER</th>
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</table>

What does the game of Australian Rules Football expect of the umpire?

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______________________________________________________________________________

______________________________________________________________________________

What do people expect of umpires?

______________________________________________________________________________

______________________________________________________________________________

List 8 items a Field Umpire should carry with him/her in his/her kitbag.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

While acting as an umpire in session 1, explain an example where you displayed either honesty, impartiality or responsibility.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Visit a local football game and attempt to speak to the officiating umpires prior to the game. Explain that you are undertaking this course and ask them if you could watch the “meet and greet” with the players in the players’ rooms prior to the game.
What inspections do the umpires conduct?

Prior to the commencement of the game, the officiating umpires conduct a checklist of inspections with regard to the ground.

List some items that could cause concern for an umpire prior to the game.
Identify two major skills that enable field umpires to continuously adjust his/her position.

Explain the reasons why it is important for umpires to maintain a side-on position and remain 20-25 metres from play.

**CENTRE BOUNCE**
Plot the field umpire’s positioning after performing a centre bounce. Use arrows to assist.
Plot the field umpire’s pathway following a field bounce on the half forward flank.

**Boundary Throw In**

Plot the field umpire’s three stages of positioning with regard to a boundary throw in.

Briefly describe the “long side” of the ground.
STUDENT PRACTICAL WORKSHEET 3

WHAT’S YOUR DECISION?
The “What’s Your Decision?” chapter of the DVD contains many clips that are randomly displayed to the course participants. The chances of the same 10 clips appearing in the same order time after time is, obviously, very rare.

As such, the 10 answers will vary each time the participant studies this section of the Course.

As this may be the first time you attempt this section, your facilitator will guide you through the 10 clips and you are asked to complete the boxes below stating your answers.

Give yourself a score out of 10 when complete. Good luck!

<table>
<thead>
<tr>
<th>YOUR DECISION</th>
<th>YOUR DECISION</th>
<th>YOUR DECISION</th>
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<tbody>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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</table>

YOUR DECISION
A
B
C
D

YOUR DECISION
A
B
C
D

YOUR SCORE
10
ACTIVITY 2

Observe a game of football – either locally or on television. Use the following table to record all free kicks awarded to players and any other signals the field umpires may use throughout any given quarter of the game.

Game: __________________________ v __________________________

Venue: __________________________

Date: __________________________ Use ✓ to complete the following table.

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<th>DECISION</th>
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<th>10</th>
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<tbody>
<tr>
<td>Push in the back</td>
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<td>Holding the ball</td>
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<td>Deliberate out of bounds</td>
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<td>Holding the man</td>
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<td>Dangerous play (kicking in danger)</td>
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<td>All clear – goal</td>
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<td>All clear – behind</td>
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<td>Field bounce</td>
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<td>Other</td>
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</table>

Monitor the positioning of the umpires and explain a decision that was awarded that was a good example of the umpire being side on to the play.
STUDENT PRACTICAL WORKSHEET 4

Describe the three key stages a football umpire may use while communicating a decision to the players.

**BLOW**

**SHOW**

**GO**


RESOLVING CONFLICT

In everyday life many people assist others in resolving conflict e.g. school teachers. Many professions provide this guidance. List some professions where conflict resolution skills are required.

________________________________________________________________________
________________________________________________________________________
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What strategies could these people use that could also be used by a field umpire when dealing with conflict resolution?

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Outline an experience where you may have had to provide conflict resolution assistance. What strategies did you use?

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What key elements of communication can be transferred to everyday life?

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________________________________________________________________________
Give a simple explanation of each of the following signals a field umpire may use.
STUDENT PRACTICAL WORKSHEET 5

List the roles and responsibilities of a boundary umpire.

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

Identify three key teaching points for the technique of the boundary throw in.

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

Watch a game of football – either locally or on television – and complete the following table identifying the number of boundary umpire indications in any given quarter.

Game: ____________________________________________ v ____________________________________________

Venue: ____________________________________________

Date: ____________________________________________

<table>
<thead>
<tr>
<th>INDICATION</th>
<th>1</th>
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<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of bounds</td>
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<tr>
<td>Out of bounds – on the full</td>
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<tr>
<td>Out of bounds – ball hit the point post</td>
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<tr>
<td>Out of bounds – touched</td>
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<tr>
<td>Out of bounds – ball hit the post on the full</td>
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<td>Other</td>
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</tbody>
</table>
When the boundary umpires run to stand alongside a post, what communication is evident between the boundary umpires and the goal umpire?

When do the boundary umpires position themselves on opposite sides of the centre square?

1. 

2. 

CENTRE BOUNCE
Plot the pathway of the boundary umpires after a centre bounce when play remains in the centre square.

Using your *Ultimate Umpire* DVD play the boundary umpiring game found in the GAMES chapter found in the main menu.
STUDENT PRACTICAL WORKSHEET 6

List the roles and responsibilities of a goal umpire.

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List as many indications a goal umpire may give throughout a game.

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When would the goal umpire position himself/herself *under the flight of the ball*?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When would the goal umpire position himself/herself *astride the score line*?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

UNDER THE FLIGHT OF THE BALL

ASTRIIDE THE LINE
Using the sample scorecard below as a guide, watch a game of football – either locally or on television – and accurately record all scores throughout any given quarter of the game.

![Sample Scoring Card](image)

**Game:** ___________________________ v ___________________________

**Venue:** ___________________________

**Date:** ___________________________

<table>
<thead>
<tr>
<th>Sample score card</th>
<th>Club:</th>
<th>Club:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOALS</td>
<td>BEHINDS</td>
<td>GOALS</td>
</tr>
<tr>
<td>1st Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Quarter</td>
<td></td>
<td></td>
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<tr>
<td>4th Quarter</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
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<tr>
<td>Total Points</td>
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</tbody>
</table>

Goal umpire's name: ___________________________ Signature: ___________________________

Using your *Ultimate Umpire* DVD play the boundary umpiring game found in the GAMES chapter found in the main menu.
STUDENT PRACTICAL WORKSHEET 7

PHYSICAL FITNESS AND NUTRITION
Write down key points you know about four of the seven headings your teacher lists on the whiteboard.

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Attempt to give an example where umpires need to display the following.

Cardio-respiratory Endurance

Muscular Strength

Aerobic Endurance

Anaerobic Power/Endurance

Flexibility

Muscular Endurance

Agility
NUTRITION
Use one of the following headings and write a short paragraph outlining how you may modify your diet according to the advice contained in the chosen paragraph.

- ENJOY A VARIETY OF NUTRITIOUS FOODS
- DECREASE THE INTAKE OF FOODS HIGH IN FATS AND OILS
- FLUID REQUIREMENTS
- HIGH CARBOHYDRATE FOODS AND DRINKS
- BALANCED FOOD INTAKE

---

Record your food intake here.

<table>
<thead>
<tr>
<th>MEAL</th>
<th>FOOD</th>
<th>LIQUIDS</th>
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</thead>
<tbody>
<tr>
<td>Breakfast</td>
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<tr>
<td>Snack</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Snack</td>
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<tr>
<td>Evening</td>
<td></td>
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<tr>
<td>Snack</td>
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</tbody>
</table>

List the food items under the following headings.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
<th>CEREALS/BREAD</th>
<th>MEAT</th>
<th>DAIRY</th>
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