



YOUTH KORFBALL REFEREES COURSE

MANUAL and WORKBOOK

2019 Edition

The course is equivalent to the *Korfball Australia Level 0 Referee Course*.

The course can be flexibly directed with recognition of prior learning (RPL) in particular for teachers or other adults taking the course and with assessment changes provided they meet the Korfball Referee Level 0 competencies.

The course is for youth over the age of 14 where they can be supervised by a qualified teacher or Korfball Level 1 Referee or Coach.

Participants and Directors of course must be currently Registered with Korfball Australia through club or other institution or individually

For further information contact
NationalTechnicalCoordinator@korfball.org.au

How this course fits into Korfball Youth Development

Korfball Australia Programs	Age Range	School Programs	Community Programs	Coach and Referee courses	AIS development Levels	Australian Curriculum
Foundation	< 10	Primary K4/8		Youth Referee Level 0	Foundation F1	See Primary Program p 6 +10
Intermediate	10 -13				Foundation F2-F3	
Youth	13-18	High School	<i>Korfball Youth Leader Award (KYLA)</i> State and National Talent Squads		Talent Development T1,T2,T3	+See Youth Korfball Five Week Program p2-3
Top	>17			C&R 3+ IKF	Elite E1 E2 M	

MODULES AND THEIR ASSESSMENT

Module	Learning	Assessment	Who
1. Self Management	Recognising the roles and responsibilities of being referee.	This <i>Youth Korfball Referee Course Workbook</i> and answering all questions.	Self or group with supervision by a Director (e.g. higher qualified korfball coach, referee, PE teacher)
2. Managing the competition environment	Manage the game and the expectations of the referee in the game situation		
3. People management	Use a range of communication strategies to ensure you referee well and everyone enjoys the game. Recognise what you need to be aware of when you referee young people.		
4. Korfball Rules Interpretation	Have an understanding of the basic rules of korfball and how you interpret these and make your decisions known to players.		With an KA approved Director
5. Refereeing Experience	Competently put into practise aspects of the above modules while refereeing games.		Observed and assessed refereeing of youth

Competencies for Youth Korfball Referee

A competency is a set of actions that someone must be capable of carrying out in order to perform adequately in some part of a job. In our case to referee to a particular standard.

At the conclusion of this course you should be able to:

Youth Referee and Level 0 Competencies	Modules	Questions in this Workbook
1. Identify the roles and responsibilities of the youth referee	1	1,2,3
2. Understand the refereeing implications of the <i>Korfball Codes of Behaviour</i>	1	1
3. Understand the social development considerations for why children play sport.	3	8,9,10,11,12,13
4. Identify and implement good refereeing practices to reduce risk	2	4
5. Implement minor incident-management procedures	2	1
6. Understand the refereeing implications of the basic rules of korfball.	4, 5	14

ASSESSMENT

a. This Workbook

Reading, discussing and answering the question are the main part of the theory in the course -what you need to understand.

The Director may modify this with, for example, class or group discussions. All questions are to be answered and in many cases there are more than one appropriate answer.

b. Practical Refereeing

This is the opportunity to develop your refereeing skills under supervision. The Director may use the *Checksheets* at the end of the Workbook to help assess you. This may be done over a number of games.

Module 1 Self Management

To do the right things we need to know what we are supposed to be trying to achieve and how to go about it.

1.1 Values we support

The values relate to behaviour and what we feel are important in korfbal and these are indicated in the following *International Korfball Federation Code of Conduct*:_

The IKF's Code of Conduct for Korfball

1 Play to Win

It is recognised that winning is the object of playing any game. However, never set out to lose. If you do not play to win, you are cheating your opponents, fooling yourself and deceiving those who are watching. It is an insult to any opponent to play at less than full strength. You should play to win until the final whistle and never give up against stronger opponents nor relent against weaker ones.

2. Play Fair

Winning is without value if victory has been achieved unfairly or dishonestly. Even though it may be easy, never cheat. Playing fair earns you respect, while cheats are detested. Remember: It's only a game and games are pointless unless played fairly.

3. Accept Defeat with Dignity

Learn to lose graciously. Good losers earn more respect than bad winners. Don't seek excuses for defeat. Nobody wins all the time. You win some, you lose some. Genuine reasons for losing will always be self-apparent. Congratulate the winners with good grace. Don't blame the (assistant) referee, the jury or anyone else.

4. Observe the Rules of the Game

All games need rules to guide them as without rules there would be chaos. Make an effort to learn the rules so that you can understand the game better. Knowing the rules can make you a better player but it is just as important to understand the spirit of the rules.

5. Respect Opponents, Team-mates, Referees, Officials and Spectators

Fair Play means respect for everyone concerned, your opponents, team-mates, referees, jury and spectators. Without opponents there is no game. Remember, they have the same rights as you have, including the right to be respected. You play in a team in which all the members are equal so your team-mates or colleagues must also be respected.

Referees are there to maintain discipline and Fair Play so always accept their decisions without arguing, and help them to help you enjoy the game more. Officials are also part of the game and must be respected accordingly. Spectators and media give the game more atmosphere. They want to see the game played fairly, but must also behave fairly themselves at all times. Media attention is vital to increase the number of spectators significantly.

Media attention contributes to the image of the korfball sport all over the world.

Q1 From the IKF Code, above, suggest a way, as a referee, you could help players

Respect opponents	
Select one of your own (either 1,2,3 or 4)	

1.2 Being prepared to referee

Being prepared to referee requires:-

- **Having an appropriate uniform**
- **Neat personal presentation**
- **Being physically ready for movement on the court**
- **Being prepared mentally** (e.g. thinking about what you are about to do)
- **Knowledge of what assistance you will have** (e.g. another referee, coaches, scorers, first aid kit available)
- **Awareness of any risks**

Q2 Which of the above dot points require you to look beyond yourself and consider safety of players in a game?

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1.3 Acting professionally

Acting professionally requires

- Supporting the Codes of Conduct of korfball
- Being honest in your conduct
- Treating everyone with respect and understanding
- Seeking always to improve your refereeing

1.4 Analysing and seeking to improve your refereeing

Every game is a performance by you so it is good idea to do the following: _

- Reflect on what you did, what you got right, what you got wrong and what you could improve
- Get others to observe and give feedback on your refereeing
- Respond positively to all feedback
- If there are referee development programs available try to get involved

Q3 Give an example of each of these requirements

Being honest in your conduct	
Treating everyone with respect	

Being prepared mentally	
Responding positively to feedback about your refereeing.	

Module 2 Managing the competition environment

2.1 Responsibilities

In a game you have responsibilities

These are to:-

- **Enforce the rules**
- **Protect participants from physical or social harm**
- **Warn participants**
- **Make sure that the game can be conducted safely**
- **Control and supervise the competition**

Q4 Choose two of the points above and say what you think would happen if you did not accept that responsibility in game.

2.2. Risk management essentials

Whatever environment we are in and whatever we are doing there are risks. In a korfball game you are in a confined space and there are risks but these can largely be minimised with good risk management. Below are some tips for this:-

Risk management essentials

- **Always inspect and clear the competition area of visible dangers.**
- **Cancel the contest or event if there is environmental safety issues** (e.g. Indoor court unfit, extreme heat or thunderstorms where lightning if outdoors).
- **Inspect and control use of both player dress**(e.g. jewellery), **posts protection and other possible hazards** (e.g. walls and spectator positioning, young children supervised).
- **Enforce the rules of the sport and control the conduct of participants** (a warning to 'tone down' behaviour before things get out of hand can be effective).
- **Know how to deal appropriately with injury situations.** (e.g. stop the game, check injured person and/or call in first aid officials for that game such as coaches)
- **Keep a note of any incidents that occur during a game.**

Q5 In managing risk during a game say what you might do in the situations:-

Two opposing players are playing very rough and are becoming abusive to each other and a danger to other players.	
In an outdoor game on grass there is a shower and after the grass becomes very slippery.	
A player falls over and you are not sure if they are injured.	

2.3 Risk Management – Blood Rule

Blood rules for referees to act upon.

The risk of being infected with a blood-borne virus through participation in sport is very low, however infection is possible.

All sports at both professional and amateur levels should implement blood rules:

- A player who is bleeding or has blood on their clothing must immediately leave the playing field or court and seek medical attention.
- The bleeding must be stopped, the wound dressed and blood on the players body cleaned off (if the uniform is bloodied it must be replaced) before they return to the competition.
- Competition must cease until all blood on the ground or equipment is cleaned up.

Q6 Does your school, club or league have Blood Rules? If so, who is seen to take responsibility to deal with a situation where blood is spilt?

2.4 Risk Management – Injury procedures

If someone is injured in a game you are refereeing you must stop the game and do the following procedure if there is no one else there to take the responsibility:-

- **S**top
- **T**alk
- **O**bserve
- **P**revent further injury (via the three options below)
 1. Severe injury - Get help
 2. Less severe injury - Rest, Ice, Compression, Elevation, Referral (RICER)
 3. Minor injury - Play on (after appropriate treatment, assessment and rest)

The actions 1,2 and 3 would normally be directed by a team coach but you need to be aware of them and know who will take responsibility for these at your game (usually team coaches).



RICER regime

Management of sprains, strains, corks, bumps and bruises should follow this procedure:

	How	Why
R est the participant	<ul style="list-style-type: none"> Remove the participant from the competition area using an appropriate method of transport to prevent further damage Place the participant in a comfortable position, preferably lying down The injured part should be immobilised and supported 	Further activity will increase bleeding and damage
I ce applied to the injury	<p>The conventional methods are:</p> <ul style="list-style-type: none"> crushed ice in a wet towel/plastic bag immersion in icy water commercial cold pack wrapped in a wet towel cold water from a tap is better than nothing. <p>Apply for 20 minutes every two hours for the first 48 hours</p> <p><i>Caution:</i></p> <ul style="list-style-type: none"> Do not apply ice directly to skin as ice burns can occur Do not apply ice to people who are sensitive to cold or have circulatory problems 	Ice decreases: <ul style="list-style-type: none"> swelling muscle spasm secondary damage to the injured area
C ompression applied to the injured area	Apply a firm, elastic, compression bandage over a large area covering the injured part, as well as above and below the injury	Compression reduces: <ul style="list-style-type: none"> swelling and bleeding provides support for the injured part
E levate the injured area	Raise the injured area above the level of the heart whenever possible	Elevation decreases: <ul style="list-style-type: none"> bleeding swelling pain.
R efer and record	<ul style="list-style-type: none"> Refer to an appropriate health care professional for definitive diagnosis and continuing management Record your observations, assessment and initial management before referral — send a copy of your records, with the participant, to the health care professional 	To obtain an accurate, definitive diagnosis and for continuing management (including anti-inflammatory medication) and prescription of a rehabilitation program

The **No Harm** principle complements the R.I.C.E.R. (Rest, Ice, Compress, Elevate, Referral) principle and is extremely important in the initial 48 hours following a soft tissue injury.

NO

- H - Heat
- A - Alcohol
- R - Running/Exercising the injured area
- M - Massage

It is also important to know how to manage potential **concussion**. A new management regime is now on the Korfball Australia website.

Q7 You are about to referee a game. Who, or how, would you check to see who will attend to any injuries that might occur.

Module 3 People Management

Refereeing is managing people in sometimes highly charged but mostly positive situations.

In this you are trying to make sure the competition is fair and that everyone enjoys themselves.

There are many ways to help with this.

3.1 Communications – basics

You may need to communicate with players, coaches, officials and spectators.

In korfball players are not allowed to actively dispute referee decisions either directly or indirectly (e.g. to other players). The challenge in korfball is to accept decisions and get on with the game. However this does mean you, as a referee, need to do the best you can so everyone is happy with your decisions.

Communication and listening tips

Sometimes you need to be assertive such as when a player questions a decision and at other times less assertive and calm when explaining a situation. Generally you need a

- a strong clear voice
- a confident, decisive manner
- appropriately chosen words.

You also need to listen effectively, so you can respond appropriately. You should ensure that you

- Listen attentively
- Listen reflectively by restating in ordinary speech what the person said
- Do not interrupt
- Avoid emotional responses (listening stops when an exchange becomes heated)
- Keep your head up and smile when possible!

Q8 Say how you might respond in these situations

<p>A couple of players in a game you are refereeing criticise your decisions out loud but not directly to you. What could you say to them to help them refocus on how they should behave in a korfball game?</p>	
<p>Why do you think it is helpful to have a clear voice when refereeing?</p>	

3.2 Communicating – Body Language

Body Language

Body language is an important part of communication.

It can let others know information about us, and can alert us to the intentions of others.

You can create a positive atmosphere with your own body language by :

- **Making eye contact, but don't stare or glare**
- **Using your hands confidently when talking (but don't point at a person)**
- **Nodding when someone else is talking to indicate you are listening**
- **Standing upright and don't slouch.**

Q9 Chose one of the body language means of communication in the table above and say how you think it will be important for you when refereeing.

3.3 Communication – using a whistle and signals

Using a whistle and signals

The whistle is a communication tool often, used by you as a referee to intervene within the competition or indicate the start or finish of a period of play or race. It is important that you:

- Blows the whistle loudly and confidently
- Follows up with a clear Korfball approved visual signal or verbal instruction.

They can be used for indicating an infringement, the status of play, or as a safety measure. It is important that you:-

- Use signals in a timely manner
- Emphasise or 'exaggerate' the signal so that it can be clearly seen by all.

As a general rule, communication will be most effective for everyone when you use more than one method of communication e.g. whistle and signals.

Q10 Chose a game infringement (e.g. defended shot, running with the ball) and outline how you would blow the whistle, signal and any verbal call you might make.

3.4 Dealing with conflict

In korfball, players, officials (including coaches) and spectators are not allowed to abuse referees or interfere in the conduct of the game (e.g. distracting or calling out during the taking of a penalty shot).

The Youth Referee is expected to have support from more senior officials to deal with such situations. However it is handy to know how to deal with conflict and here are some tips:-

Dealing with conflict with a player

- Prevention is always better than cure! If action is taken early in the game, conflict is less likely to occur.
- Make players aware of your presence by reacting immediately to rule/law infringements (when appropriate).
- Be approachable.
- Be prepared to listen to what a player has to say.
- Remain objective, no matter what prior knowledge of layers/teams you have.
- Be definite and firm with decisions and communication.
- Look sharp and act sharp - this will gain respect for you as an official.
- Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation.
- Stay cool and calm if things starts to get heated.

Dealing with conflict with a coach

- Don't take criticisms personally.
- Remember that coaches see the competition from a different perspective to you the referee.
- Be prepared to listen to a coach (only if you are treated respectfully).
- Allow the coach to have their say (don't interrupt).
- Meet the coach (with a colleague) in a private setting when discussing their issues/complaint.
- Focus only on the issue/s and don't be distracted.

3.5 Why children play sport

Generally, the younger the players are the more focused they are on just playing for fun. As they move into their teens they will be changing physically, socially and mentally quite rapidly. For example, some will only just be beginning to take an interest in developing skills and understanding of the tactics in a game. Some will be having difficulties with physical skills because of growth spurts while others may have difficulty relating to other members of a team.

For more information on these changes and what you need to be aware of while coaching or refereeing see the *Korfball Youth Development* booklet on the Korfball Australia website in Resources – Teaching

When refereeing children

- Be aware of their limitations due to maturity
- Explain clearly decisions you make so children become more aware of the rules
- Make positive comments about their play related to physical and social skills
e.g.

Very good play without contacting others.

Good moving of the ball around to get someone free to shoot.

Q11 List two other positive comments you could make about group or individual play to encourage children while you are refereeing.



Rules for Youth Korfball4 and Korfball8

The rules are designed to promote

- Cooperation
- All round ability
- Ball handling and movement skills

Q12 In the table below list 2 rules that promote each principle.

Principle	Rules that promote the principle
cooperation	
All round ability	
Ball handling and movement skills	

The Rules

Italic references are to the full international official rules and guidance notes found at <http://ikf.org/documents>

As in any educational development program the rules may be modified to suit development purposes.

Korfball4	Korfball8 differences	Notes and references
1 Play on a single court approximately 25m x15m	Court divided into 2 square divisions –whole court approximately 40m x 20m	1.1-1.2
2 Korfball posts between 3m-3.5m to top of basket and positioned in from back lines approximately 1/6 th of court length		<i>Even lower height of 2.5m for young children is fine.</i> 1.3-1.4
3 Use #5 size ball		<i>Use #4 for young children</i> 1.5
4 Teams of 4 preferably equal number of male and female but variable as long as same number of each gender in each team on court.	Teams of 8 with gender ratio same for each team in each division (2 of each gender in each division means total of 8 on court.	<i>Where possible have equal number of male and female.</i> 2.1-2.5
5 Referee controls the game and blows the whistle to stop and start all play	Referee may have an assistant in both forms of the game.	2.3-2.5
6 Game starts with a throw off from penalty spot of other team (approximately 2.5m in from post being defended)	Starts with “Home” team throw off from near centre of centre line in their attack division	3.1- 3.5
7 A goal is scored when it has fallen completely through the basket (korf) from above and from anywhere on the court	Only people in the attack division can score	3.2

8	Start of play is at the penalty spot of the opposing team..It is the same position after every goal but by a member of the non-scoring team.	Whichever team is to take it do so from near the centre just inside their Attack division.	3.3
9	Game length is up to the organisers to decide but should be no longer than 15 minutes for each half.	After half time the teams change direction therefore shoot into the other goal. They change ends and therefore the roles (attacker or defender) remain the same as before half time.	3.4
10	Substitutions are gender based and can be at anytime when the team doing this has the ball with player going off before new player goes on court.	Gender based but only when play is stopped. , must not return to same division (leave in attack so return into defence so there is no specialisation)	<i>Other requirements might be made for competitions, e.g. substituted off for at least 10 minutes.</i>

Infringements of the rules At a high competitive level, as in most sports, interpretations can become very complex. We need to keep them simpler at this level for players and potential youth referees. Basically there are what are considered;-

- Light infringements (eg running with the ball) punished with a re-start to non-offending team.
- Heavy infringements (e.g.against attack team like unfair contact) punished with a free-pass
- Very heavy infringements (e.g.loss of a scoring chance such as knocking a shooter) punished with a penalty shot. See 3.6 for more detail

Below are the prohibition rules using the official rule numbers.

During play it is prohibited to:

Korfball4	Korfball8 differences	Notes and references
3.6a Touch the ball with leg or foot		<i>An advantage can be played if it goes to the opposing team</i>
3.6b Hit the ball with a fist		<i>Tapping is allowed.</i>
3.6c Take hold of, catch or tap the ball when any part of the body other than the feet is touching the ground		<i>If already caught and then falls down can hold it and stand up and play the ball.</i>
3.6d To run with the ball – this is seen as -taking more than one step while standing with the ball (but you can turn around on the spot, step forward and back but keep one foot on the place where the ball was received) - you can catch the ball while running and do not have to stop and may take up to 3 step contacts with the ground to come to a halt or continue running and pass the ball on or shoot within 3 steps.		<i>Referee must be aware from the moment the player receives the ball.</i> <i>The rule is to encourage cooperative rather than solo play.</i>
3.6e Solo-play is when it is seen as deliberate avoidance of cooperation		<i>Closely associated with Rule 3.6d above.</i>
3.6f To hand the ball to another player of one's own team		<i>The ball must pass freely through the air, however small so there is an opportunity for interception.</i>

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3.6g To delay the game		<i>Especially when close to full-time and in the lead e.g. holding the ball too long and not attempting to get a shot in.</i>
3.6h To knock take or run the ball out of an opponent's hands – the key factor is the opponent has control		<i>The challenge and skill is to get the ball when it is free</i>
3.6i To push, cling to, or hold off an opponent – when done by a defender can lead to a free-pass		<i>The challenge and skill is to beat an opponent without contact or obstruction</i>
3.6j To hinder an opponent excessively e.g. stopping free movement of body or bringing hand arm on to opponent when they have the ball		<i>Encourage standing off an opponent and trying to block the path of the ball</i>
3.6k to hinder an opponent of the opposite sex in throwing the ball – essentially be at least 2m away		<i>There are aspects of gender cooperation together and with the same gender</i>
3.6l to hinder an opponent who is already hindered by another player		<i>It's a one on one challenge so gender cooperation needed to mark all opponents</i>
3.6m not applicable since only one division	3.6m To play outside one's division (zone)	<i>The division is two dimensional</i>
3.6n to shoot from a defended position To be defended the defender must be -closer to the post than the shooter -within touching distance, -facing the shooter -attempting to block the ball's path at the instance the ball leaves the shooters hands to be awarded a defended shot.		<i>The rule is to promote cooperation to get shots in.</i>
3.6o to shoot after cutting past another attacker this is similar to the action of 'screening' or "blocking"		<i>The challenge in korfbal is to beat you're your opponent by speed and flexibility</i>
3.6p not applicable since only one zone/division	3.6p to score from the defence division (zone)	<i>Only attack division players may score in Korfbal8 which means the ball must be touched by an attacker before the ball goes in.</i>
3.6q to shoot when one plays without a personal opponent		<i>The coach informs which player will not be shooting and changes can be made on informing other team and referee (see 3.6q for more detail)</i>
3.6r to influence a shot by moving the post		<i>If deemed deliberate then by an attacker no goal and a restart to defence. If done by a defender possibly a penalty.</i>
3.6s to take hold of the post when jumping, running or in order to move away quickly		<i>Infringement by an attacker then a re-start; by a defender then a free pass</i>
3.6t to violate the conditions laid down for a free pass or penalty		<i>Violations by an attacker – a re-start By a defender – retake free-pass or a penalty</i>
3.6u to play in a dangerous manner		<i>e.g. causing a collision, over robust play, a safety issue</i>

<p>3.6v to violate the conditions laid dow for a re-start includes hindering the taker and ball must travel 2.5m. Re-start from where the offence took place</p>		<p><i>The ball must travel at least 2.5m before being touched by any other player</i></p>
<p>The following special situations are covered in more detail within the Official Rules</p>		
<p>3.7 Outball when it touches a boundary line or area outside and the ceiling or object above the field of play</p>		
<p>3.8 Referee throw-up when simultaneous seizure of the ball by two opponents or when play stopped suddenly with no entitlement to have possession for either team</p>		
<p>3.9 Re-start by non-offending team from the spot where the offence took place or, no interference until ball has gone 2.5m from the spot.</p>		
<p>3.10 Free pass is awarded for a heavy infringement by a defending side. Taken from the penalty spot with everyone except the taker 2.5m away and all attackers 2.5m from each other. It is indirect so a pass must be made first before a shot can be taken.</p>		<p><i>See the details of taking at 3.10</i></p>
<p>3.11 Penalty is awarded if there is an infringement on someone going to shoot. A free shot from 2.5m in front of the post (Penalty Spot). Everyone else 2.5m away from a line between the penalty spot and the post. No interference with penalty taker.</p>		<p><i>Everyone, including spectator are not allowed to interfere with a penalty by moving about or calling out. To distract the taker. 3.11</i></p>
<p>3.12 Change of divisions not applicable in K4</p>	<p>In K8 there is a change of divisions after every 2 goals. At this youth level you can have an additional case of a change after 5 minutes if there have not been 2 goals.</p>	<p><i>In K8 this additional rule makes sure all players have the opportunity to play in both attack and defence in a game situation since all round ability is expected.</i></p>

Appendix 2 Official IKF Referee Signals

§ 3.4



Changing zones after two goals

The referee makes a circling movement with one finger above his head.

§ 3.1b



Time out

To indicate the awarding of a time-out, the referee makes a 'T-signal' with both hands.

§ 2.1c



Substitution of a player

The referee raises his hands above his head and with the forefinger of each hand pointing towards each other moves his hands back and forth.

§ 3.1a

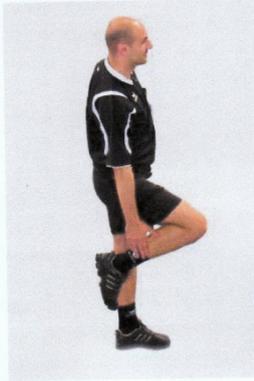


Stopping playing time

The referee lifts the arm on which he is wearing his watch and with the hand of the other arm indicates that he will stop his stop-watch.

To indicate the restart of the playing-time he gives the same signal and restarts his stop-watch.

§ 3.6a



To touch the ball with leg or foot

The referee touches the outside of his leg below the knee with one of his hands. The leg can be lifted.

§ 3.6b



To hit the ball with the fist

The referee lifts an arched arm, clenches his fist and moves the arm slightly up and down.

§ 3.6d



To run with the ball

The referee lifts both arms in front of his body and makes a turning movement with both hands

§ 3.6c



To take hold of, catch or tap the ball when any part of the body other than the feet is touching the ground

The referee stoops down and touches the ground.

§ 3.6e



Solo Play

Move hand up and down miming bouncing a ball

3 § 3.6g



To delay the game
The referee points towards his watch with a finger.

§ 3.6f



To hand the ball to another player of one's own team
The referee starts with his arms in front of his body with both hands vertical and makes a rotation movement with both arms showing the giving of the ball to another player.

4

§ 3.6h



To knock, take or run the ball out of an opponents hand
The referee lifts one of his arms with palm of the hand facing upwards. With the other hand he makes a sweeping movement away from his body over the palm of the raised hand. The signal can be made above shoulder level when the rule is infringed whilst jumping.

§ 3.6i



To push, to cling to, or hold off an opponent
Pushing: The referee points the palms of both hands forward and makes a pushing movement with both arms.

§ 3.6i



To push, to cling to, or hold off an opponent

Holding off: The referee stretches both arms out wide with the hands pointing at a slant to the ground.

5 § 3.6j



To hinder an opponent excessively

Blocking the movement of the arm: The referee lifts one arm upward and with the other hand taps down on the outstretched arm.

§ 3.6j



To hinder an opponent excessively

To hit a player in the body: The referee taps on his breast with one hand and points towards the violating player with the other hand.

§ 3.6j



To hinder an opponent excessively

The referee makes a movement with both arms as if embracing a person.

§ 3.6n



To shoot from a defended position

The referee lifts his arm into a defended shooting position.

§ 3.6m

§ 3.7



To play outside one's zone and Out-ball

Using a flat hand the referee moves his arm backwards and forwards as if along a line.

§ 3.6u



To play in a dangerous manner

The referee lifts one of his forearms in front of his body with his palm vertical and open. Using the fist of the other hand he punches against the palm of his open hand whilst looking at the offending player.

§ 3.6o



To shoot after cutting past another attacker

The referee lifts both arms and crosses his forearms in front of his body.

§ 3.6r

To influence a shot by moving the post

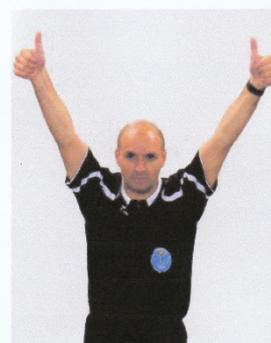
§ 3.6s

To take hold of the post when jumping, running or in order to move away quickly



The referee runs to the post and takes hold of it

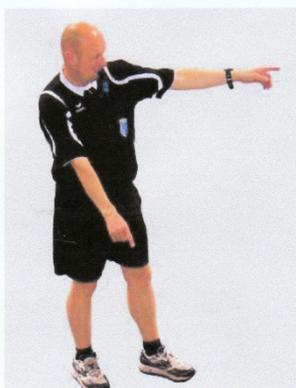
§ 3.8



Referee throw up

The referee raises the thumbs of both hands above his head.

§ 3.9



Re-start

Whenever a re-start is awarded the referee points to where the re-start should be taken from and with the other arm gives the direction.

§ 3.9
§ 3.10



4 Second Rule

Breach of the 4 second rule:

The referee raises one hand showing four raised fingers of that hand.

The same signal is also given at a free pass to indicate that he will whistle to re-start the game within, at the latest, 4 seconds.

§ 3.10



Free pass

Within 2.5m after the referee has whistled to restart the game: The referee lifts both forearms in front of his body with his palms vertical and moves the palms of both hands towards each other.

Remark: This signal is also given at the taking of a penalty to indicate that a player has come within the penalty zone before the ball has left the taker's hands and at a restart when the ball has not travelled 2.50 m.

§ 3.10



Free pass

The referee puts up his arm showing an open palm and points to the penalty spot. This signal needs to be preceded by the signal for the offence that has occurred.

Note:

Where the penalty spot is not used as the place of the pass the referee maintains the signal and points to the spot where the free pass is to be taken from.

§ 3.11



Penalty

Direct penalty: The referee points towards the penalty spot with one outstretched arm while blowing his whistle.

§ 3.11



Repeat Infringement penalty

Penalty for making infringements repeatedly: the referee points towards the penalty spot with one outstretched arm while lifting the other hand with two raised fingers and looks towards the offender.

§ 3.12



Shot Clock Signal

The signal of one arm raised with a clenched fist should be used to indicate to the shot clock operator whenever it may not be clear that the ball has touched the korf within the allowed time.



Advantage

The referee raises both of his arms in the direction of the play.



Direction

The referee raises his arm in the direction of the play.

Watch korfball videos on the IKF website to see how the referees signal. <http://www.korfball.org/>

Module 4 Rules Interpretation

It is strongly recommended that you go through the rules and signals above with the Director of your course or an experienced korfball referee. It is a good idea to also go through possible interpretations of the rules with one or more others. The following exercise can be helpful for this.

Q13 In the table Test below are play situations. Choose the best action from the three examples. Assume the two teams are blue and red.

Play situation	Action A	Action B	Action C
1. In a game of Korfball8 (2 divisions) play there have been 2 goals.	Continue with the non-scoring team taking the throw off.	Change divisions with the non-scoring team taking the throw off.	Change divisions with the team taking the throw off if it is their turn to do so.
2. A player throws the ball up through the bottom of the korf and it comes down and players play on.	Play on	Whistle and allow the goal	Whistle and give a re-start to the other team.
3. You stop play and award a re-start to blue team and a player from blue team takes the ball and starts straight away without waiting for the whistle..	Whistle and tell them to wait for the whistle before starting to play.	Play on.	Blow the whistle and award a penalty shot to the other team.

4. The ball hits the leg of a blue team player and the ball goes to another blue team player.	Whistle and award a re-start to the red team.	Play on	Blow the whistle and award a penalty to the red team.
5. A red team player fists the ball away to a team mate who gets it while going for a rebound under the post.	Play on	Award a free-pass to the blue team.	Award a re-start to the blue team.
6. A blue team player standing with the ball passes to a team mate and takes 3 steps before releasing the ball.	Award a re-start to the red team.	Whistle and tell the blue team player to pass again	Play on
7. A red team player, standing with the ball, turns around and changes feet but keeps one foot on the same spot.	No action by you as referee	Whistle for travel and award a re-start to the blue team.	Award a re-start to the red team.
8. A red team player has the ball and is defended by a blue team player. The red team player then takes 2 steps backwards and shoots.	Whistle for travel	Whistle for a defended shot	Play on
9. Which of the following would you award as a result of your decision in question 8 above?	Re-start to attacking red team.	Free pass to red team.	Re-start to defending blue team.
10. A blue team attacking player is running in and is passed the ball. After receiving the ball the attacker takes 2 steps then jumps up and shoots while in the air but no goal results and was not defended when shooting.	Award a re-start to red team.	Play on	Award a free-pass to the red team.

Q14 Consider what signals you might use as a referee for the above situations.

The results of the Test are at the end of Module 5.

Module 5 Refereeing experience

You have studied the requirements and knowledge you need to know to be a youth referee. You have examined the rules and their interpretation.

Now it is a matter of getting experience refereeing.

How this is managed is up to the Course Director taking into consideration where you are doing the course and the opportunities you will have to get supervised refereeing.

The experiences might be developed in these ways;-

- Joint refereeing in a game with an experienced referee
- Refereeing part of a game with a supervisor watching
- Refereeing short games on your own

In all your refereeing you need to consider the points in the **Referee Check Sheets** below – not all in one game but a few each time.

Whenever you referee get some feedback from your supervisors and even the players as to what you are doing well and what you can improve.

Answers to the Questions 13 and 14 above

Play Situation	1	2	3	4	5
Answer	B	A	A	A	C
Signal	3.4	call	3.9	3.6a	3.6b

Play Situation	6	7	8	9	10
Answer	A	A	A	C	B
Signal	3.6d	none	3.6d	3.9	none



Youth Referee Practical Assessment Form 1

Referee

Observer

Date.....

Game situation.....

This form can be used for general or specific comments during a youth referee's development.

Particular considerations	Comments (e.g. what is done well, what needs considering more)
Court positioning (e.g. close to play; using all court)	
Communicating decisions (e.g. use of whistle, verbal, signals)	
Decision making (e.g. quickness and firmness)	
Rules interpretation (e.g. correctness and appropriate responses)	
Control (especially related to rough and dangerous play)	
Overall Comments	



Youth Referee Practical Assessment Form 2

Covering all expectations to be considered in youth refereeing

Referee..... SupervisorDate.....

Game.....

Factor	Particular refereeing points	Comments/checks
Appearance	<ul style="list-style-type: none"> • Appropriately dressed • Neat general appearance 	
Preparation	<ul style="list-style-type: none"> • Checked required forms • Checked safety requirements • Checked players appropriate dress (no jewellery etc) 	
Timeliness	<ul style="list-style-type: none"> • Arrived on time • Keeping time 	
Attitude	<ul style="list-style-type: none"> • Appearing positive about refereeing • Showing honesty and impartiality • Appearing confident in decision making • Being polite and supportive with officials 	
Court positioning	<ul style="list-style-type: none"> • Being close to play • Using all the court 	
Control	<ul style="list-style-type: none"> • Control of contact decisions • Control of negative play (verbal etc) 	
Decision making	<ul style="list-style-type: none"> • Quickness and firmness • Communication of decisions (verbal and signals) 	
Rules interpretation	<ul style="list-style-type: none"> • General correctness • Specific rules to watch 	
Other points to watch		

General comments

