

# **Game Management**

# Lesson Plan

# About this Module

## Module Description

In the ***Game Management*** lesson, students learn the concept of effective management; skills needed for proper game/time management; how to set the tone of the game; and effective communication and teamwork.

## Module Objectives

Upon the completion of this lesson:

1. Students will understand the concept of good game management
2. Students will identify necessary steps to ensure proper game/time management
3. Students will identify how to identify/set the tone of the game
4. Students will demonstrate the use of various methods of communication

## Materials needed

The documents below can be accessed from the links on the cover of this document:

* Acquire and test A/V equipment
* Complete all relevant items on [Clinician Pre-Clinic Checklist](https://uslacrosse4102356882.sharepoint.com/%3Ab%3A/s/OfficialsDevelopment2/EZm--MLEubJFic_pUwp8mKEBEqB5JAx7ICRL6K38pO0Q6w?e=dg25yB)
* Review and rehearse “Game Management” PowerPoint presentation
* Youth vs. NFHS Comparison Chart
* **DISCUSSION: Impressions**
* **ACTIVITY: How to Blow a Whistle** document
* **ACTIVITY: Non-Verbal Communication** document
* **DEMONSTRATION: Coach Interaction** document
* **DISCUSSION: Two-Person Pre-Game Discussions** Handout

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| Part I: game managementPresent slides 1-5 |
|  |  |  | discussion: What is Game Management?  |
|  | Guide the learners through a discussion of the skills needed to manage a game properly. Review proper clock management procedures. |

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| Part II: Handling FoulsPresent slides 6-7 |
|  |  |  | DISCUSSION: Sportsmanship  |
|  | Discuss the need to be able to recognize and handle fouls that may affect the tone of the game. Review the concept of unsportsmanlike behavior and an official’s role in addressing it. |

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| Part III: tone of the gamePresent slides 8-9 |
|  |  |  | DISCUSSION: Setting the Tone |
|  | Discuss how to assess a game to determine the tone. Review how officials can set the tone of the game to help maintain a safe, fair environment for all participants. |

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| Part iV: CommunicationPresent slides 10-13 |
|  |  |  | ACTIVITY: Non-Verbal Communication |
|  | Have students take turns “saying” things non-verbally. Show some subtle ones like looking at the ground, putting hands on hips, etc. |
|  |  |  | ACTIVITY: Non-Verbal Communication |
|  | Use the **“Non-Verbal Communication”** document. Have officials demonstrate non-verbal clues they have seen/used in games. |

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|  |  |  | ACTIVITY: How to Blow a Whistle |
|  | Distribute **“How to Blow a Whistle”** handout. Whistle training!  |

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| Part V: Communication with coaches/playersPresent slides 14-15 |
|  |  |  | DEMONSTRATION: Communication with Coaches/Players |
|  | Ask for volunteers to be the coach. You, as the official, respond to their “complaints”. Demonstrate composure, language of the rules, professional and concise answers. Use **“Coach Interaction”** document as guide. |

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| Part VII: Communication with PartnersPresent slides 16-18 |
|  |  |  | DISCUSSION: Two-Person Pre-game Discussions |
|  | Discuss the components of the **“Two-Person Pre-game Discussions”** handout. |

# REVIEW

* Officials can effectively communicate both verbally and non-verbally.
* Proper game management keeps the players safe, allows for a fun, fair contest, and portrays the officials as true professionals.