

Ohio High School Athletic Association

10 Teaching Stations for Football

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OHSAA TEACHING STATION 1

PRE-GAME DUTIES

1. Clinician discusses briefly & demonstrates “inspecting” the field:

- Look for & “step off” 3 YD Try lines & check LTG Equipment
- Field markers in correct location?
- Are hard obstacles padded properly?
- Glass, hard objects, or sharp objects on the field?
- Unsafe or improperly marked field?

Drills: Divide officials into groups & have them inspect the field, commenting as they move around

2. Clinician discusses briefly & demonstrates “checking” player equipment:

- | | | | |
|--------------|----------------|-----------------|------------------|
| • Casts? | • Sweat Bands? | • Mouth Pieces? | • Jerseys? |
| • Eye Shade? | • Shoes? | • Jewelry? | • Legal Ball(s)? |
| • Bracelets? | • Padding? | • Braces? | |

Drills: Divide officials into groups & have them inspect each other.

3. Clinician discusses briefly & demonstrates meeting with Captains:

- Friendly welcome & introductions
- Firm handshake
- Look Captains in the eye
- Ask Captains to shake hands with opponents
- Ask crewmates to introduce themselves to Captains
- Discuss sportsmanship & controlling teammates
- Wish both captains good luck

Drills: Divide officials into groups & ask them to conduct the meeting as the R. Critique the discussions.

4. Clinician discusses briefly & demonstrates Coin Toss (CT):

- Ask which VT Captain will call CT
- Captains have backs to their respective benches
- VT Captain provides choice prior to CT, R then catches coin & repeats “call”
- U repeats the “call”
- R announces head/tails & asks winning Captain to “defer” or pick offense, defense, or choice of goals; loser gets other choice; R signals choices (if captain chooses Defer, R will signal immediately)
- All officials record toss choices, secure FB, offer each other words of encouragement, & move to position

Drills: Divide officials into groups & conduct coin tosses. Critique them.

Equipment Needed: Coin, FB Equipment, Field Markers, & FB

Space Needed: Part of a FB field

OHSAA TEACHING STATION 2

WHISTLES & HAND SIGNALS

A. Whistle Mechanics

1. Clinician demonstrates “proper way” to sound whistle - sharp & loud:
 - Emphasize keeping whistle out of mouth until the ball becomes dead by Rule during a live ball. Remember the play kills itself! Go slow!!! Once the whistle is sounded, keep it in your mouth until all DB play has subsided.
 - Each official sounds whistle.
 - Clinician critiques “whistle blower”.
- Emphasize varying whistle volume & intensity on routine vs. Close plays
Drills: Each official sounds whistle 3X correctly – loud & sharp
2. Discuss & demonstrate whistle & how to hold it:
 - Plastic whistle ONLY
 - Finger whistle
 - Whistle on a lanyard around neck
 - Whistle on a lanyard wrapped around hand or wrist
3. Discuss & present play situations for an inadvertent whistle:
 - Inadvertent whistle during punt or pass in flight - replay
 - Inadvertent whistle during possession - option to replay or take ball at spot where whistle sounded
 - R signal for inadvertent whistle - students demonstrate
 - Penalty occurs?Drills: Role play various inadvertent whistle situations, asking officials to give options

B. Hand Signal Mechanics

1. Clinician explains briefly & demonstrates signals:

• Backward pass	• Double Stakes	• Tipped Ball	• Ball trapped on ground
• 4 th Down	• Wind near SL	• End of Period	• Safety
• Time-out (2x)	• Touchback	• “Juggle” near SL	• Inc. Pass (2X)

Drills: Officials mirror signals given by clinician twice
2. Clinician explains briefly & demonstrates signals given by R:

• Auto 1 st Down (AFD)	• Player DQ	• Team Takes 3 rd Time-out
• Loss of Down (LOD)	• Dead Ball Foul (DBF)	• Charged Time-out

Drills: Officials mirror signals given by clinician twice
3. Clinician explains briefly & demonstrates signals:

• Delay of Game (DBF)	• Ill. Motion	• Ill. Fwd. Pass (LOD)
• Intl. Grounding (LOD)	• False Start (DBF)	• Ill. Shift
• Snap Infraction (DBF)	• Ill. Substitution	• Encroachment (DBF)

Drills: Officials mirror signals given by clinician twice
4. Clinician explains briefly & demonstrates signals:

• Roughing Passer (AFD)	• Off. Pass Interference	• Unsportsmanlike Conduct (DBF)
• Ill. Participation	• Def. Pass Interference	• Ill. Helmet Contact
• Personal Foul	• Rough Kicker/Holder (AFD)	• Horse Collar

Drills: Officials mirror signals given by clinician twice

Equipment Needed: Whistles, lanyards, hand signal chart, & FB

Space Needed: An open area at least 15' x 15' (gym or field)

OHSAA TEACHING STATION 3

R/U/HL/LJ BASIC MECHANICS

1. Clinician discusses briefly & demonstrates **R** Mechanics & Checklist:
 - Raise arm above head & indicate next down while swiveling your head
 - Check correct down with **U/HL/LJ**
 - Sound whistle & mark ball ready
 - Start timer or watch - 25 sec. count
 - Move down indicator on hand
 - Hustle back to Wide Side, 15 YDS behind LOS, & 8 YDS wide of the QB
 - Watch for "FIELDS" & "MISHAPS" Fouls
 - Use preventive officiating techniques
 - Review **R** KEYS: Snap, Ball, QB, Rush & Pass
 - Discuss "inside/outside" look once ball is snapped & play develops
 - Don't be a "Head Wagger"
 - Back pedal as QB moves backward -- mirror QB

2. Clinician discusses briefly & demonstrates **Wing** Mechanics & Checklist:
 - Thrust downfield foot to mark FWP while swiveling your head
 - Raise arm above head & indicate next down
 - Move down indicator on hand
 - Hustle back, 10 YDS outside widest A player, but never inside the Field #'s
 - Place backfield foot forward so receivers can line up on your foot
 - Count # of lineman on your side of the center & signal opposite **Wing**
 - Signal 1 or 2 linemen nearest you who are off LOS – Different signals
 - Watch for "Fields" & "Mishaps" Fouls
 - Review **Wing** KEYS: Snap, Players, QB, Zone, & Ball
 - Discuss "outside/inside" look once the ball is snapped

3. Clinician discusses briefly & demonstrates **U** Mechanics & Checklist:
 - Hustle to DBS looking for any DB action after whistle
 - Raise arm above head & indicate next down while swiveling your head
 - Secure FB, place shoulders parallel with the SL, & spot ball FB off **Wing's** Downfield foot
 - Move down indicator on hand
 - Move quickly to initial position (IP), 7 yards beyond the LOS & between the TE's
 - Count B players & signal **R**
 - Check for 5 Ineligible Player #'s
 - Check scoreboard for remaining game time on GC
 - Watch for "Fields" & "Mishaps" Fouls
 - Discuss "inside/outside" look & "Point of Attack" once the ball is snapped
 - Adjust position as B shifts to a new position

Drills: After discussing & demonstrating **R** mechanics, ask each official to repeat it. Critique each **R** student. Move to **Wing** & then to **U**. If enough clinicians, divide into 3 groups & rotate **R-Wing-U**.

Equipment Needed: Down indicators, FB, whistles, lanyards, & watches

Space Needed: An open area at least 25'x 60' (gym or field)

OHSAA TEACHING STATION 4

PUNT MECHANICS & SCORING

A. Punt Mechanics:

1. Clinician discusses briefly & demonstrates R/U/HL/LJ Punt Mechanics:
 - **R** asks A if they wish to punt & tells **U** so he/she can move downfield.
 - **R**: 5 YDS Deep & 10 YDS Wide of Punter at 45 degree angle; Wide Side of Field
 - **LJ**: Waits for the punt to cross LOS, & then slides downfield 10 YDS on the SL.
 - **HL**: Moves downfield 10 yards on the SL on side opposite **LJ**, once no threat of a blocked punt.
 - **U**: Moves downfield before punt like a **BJ**, 8 YDS outside, & 8 YDS deeper than receiver. Stay wide.
 - **U/HL/LJ**: Once the ball is kicked watch for fouls & action around KT & RT.
 - **R**: Once the ball is kicked move to LOS looking for any fouls downfield.
- Discuss crew mechanics when the punt goes OOB, especially in the air.
Drills: Divide students into 4 groups—**R/HL/LJ/U**. Practice mechanics prior to & after punt.

B. Scoring:

1. Clinician discusses briefly & demonstrates differences between Safety & TB:
 - Discuss “force” & its ramification around the GL. Include backward passes, fumbles & punts
 - Discuss intercepting momentum on passes & punts. Give some examples
 - Demonstrate by locating FB on the GL & barely touching the GL, “going in” & “coming out”Drills: Ask officials to respond to various play situations involving GL—safeties & touchbacks
2. Clinician discusses briefly & demonstrates different Rules regarding TD & Try:
 - Try -- 1pt. at 3 YL by run/pass/kick
 - Try – discuss the 1 pt. Try that can be scored on a run
 - TD - discuss different examples of ball in possession touching pylon, just inside & outside the pylon, & receiver catching ball above EZ then landing in field of playDrills: Ask the official to respond to various play situations involving Try’s and touchdowns.
3. Clinician discusses briefly & demonstrates “eye contact” on the EZ corner catch:
 - **BJ/LJ, or HL/BJ**, see catch & look at each other first, prior to signaling TD
 - Both officials nod at each other prior to signaling when receiver catches the passDrills: Break officials into groups of 2. Ask them to take positions as **LJ & BJ**. Throw pass into corner of the end zone to the receiver. Instruct receivers to step on SL or EL occasionally. Critique “techniques” of both officials.

Equipment Needed: FB, GL & EZ field markers, whistles, & lanyards

Space Needed: An open area at least 80’x50’ (gym or field)

OHSAA TEACHING STATION 5

PLAY COVERAGES

1. Clinician discusses briefly & demonstrates “squaring off” mechanics:
 - Move downfield attempting to stay parallel to runner/pass receiver on short yardage
 - When ball becomes dead by Rule, sound whistle & move to YL at forward point of ball
 - “Square off” at a right angle & move several steps toward DBS. Mark with downfield foot
 - Emphasize keeping head up & swivel head from side to side (2X), looking at DB action
 - Signal next down to the **R** immediately after ball becomes dead

Drills: One at a time officials will slide downfield & mark forward progress. Officials & clinician critique “mechanics” by each person. Clinician has officials move downfield 5 YDS & 10 YDS. Officials alternate as runner; runner slaps outside thigh to indicate he has been tackled.
2. Clinician discusses briefly & demonstrates “cleaning up” & “continuing to officiate” mechanics:
 - Move downfield, watching player action ahead of & around the ball.
 - Move on the field 3 - 5 yards, realizing the runner might “cut back”
 - Help mark FWP from across the field, if possible
 - If the runner goes OOB on far SL, “clean up” inside, looking for DB action as you move to HM

Drills: One at a time officials hustle downfield, “cleaning up”. Officials alternate as the runner, hustling down the opposite SL. Clinician & officials critique “technique” by each participant.
3. Clinician discusses briefly & demonstrates “marking” the OOB’s spot mechanics:
 - Move downfield to OOB spot
 - Stop GC & sound whistle when runner steps OOB
 - Face OOB, observing all players as they move back into the field of play

Drills: One at a time officials hustle downfield marking OOB spot. Officials alternate as runner, hustling downfield 15 yards, & then going OOB’s. Clinician & officials critique “technique” by each participant.
4. Clinician discusses briefly & demonstrates “getting to the goal line “ (GL) quickly” mechanics:
 - Review OHSAA Gold Book Mechanics – regarding **HL/LJ** getting to GL – YL & responsibilities
 - Discuss Initial Position (IP) in GLM: 2 YDS outside the pylon
 - Slide to the GL quickly, moving 2 yards outside the pylon
 - Major Goal: **Get to the GL before the runner “arrives”**
 - If TD, move in on GL; if not sure & must dig for FB, move in on the field of play assertively
 - Give sharp TD signal & “freeze” eyes on runner & other players; pivot as needed

Drills: One at a time officials will hustle to GL, signal TD, & pivot. Then officials will hustle in the field of play, dig for FB, & then signal TD. Officials & clinician critique “mechanics” by each person. Officials alternate as the runner; “speeding” to the GL

Equipment Needed: Goal line & end zone field markers, FB, whistles, & lanyards

Space Needed: An open area at least 50’ x 30’ (gym or field)

OHSAA TEACHING STATION 6

THROWING THE FLAG MECHANICS

1. Clinician discusses briefly & demonstrates “throwing the flag” mechanics:
 - Emphasize keeping all flags “buried” in front waist -- Mandatory
 - Discuss “Let Your Mind Digest What Your Eyes Have Seen”
 - DB Fouls & Fouls Simultaneous with Snap – Throw Flag “High” into air
 - Live Ball Fouls – Throw Flags to Corresponding YL – “Spot” – do not hit a player

Drills: Officials get into a line & clinician states different fouls – DB, Simultaneous with Snap, & Live Ball. Officials react & throw their flag “high” or to the “spot”.

2. Clinician discusses briefly & demonstrates “continue to officiate”:
 - Dead Ball Foul – Sound whistle, throw flag high, & “hustle in” to prevent any dead ball action. Keep head up & swivel (2X). Know the player’s number who fouled.
 - Fouls Simultaneous with the Snap (FIELDS) – Throw flag high, do not sound whistle, & keep officiating. Memorize the player’s number who fouled.
 - Live Ball Fouls – Throw flag to “spot” (NOT at a player), do not sound whistle, & continue officiating. Know the player’s number who fouled.

Drills: Officials get in a line & clinician says “Dead Ball Fouls”. Officials react one at a time to Live Ball Fouls & Fouls Simultaneous with Snap. Emphasis on “continue to officiate”.

3. Clinician discusses briefly & demonstrates covering spot/play:
 - Once ball is dead non-calling official covers spot/flag
 - If more than 1 flag is thrown for same spot foul, adjust flags to one spot

Drills: Incorporate drills from #2 above & have “off” official cover flag/spot.

4. Clinician discusses briefly & demonstrates the “Fields” Fouls:
 - F - False Start
 - I - Illegal Snap
 - E - Encroachment
 - L - Leave Field on wrong side - III. Substitution
 - D - Delay of Game
 - S - Unsportsmanlike Conduct
 - Emphasize that these are dead ball fouls – sound whistle & throw your flag.

Drills: Present examples of “Fields” & ask officials to react.

5. Clinician discusses briefly & demonstrates the “Mishaps” fouls:
 - M - III. Motion
 - I - III. Substitution
 - S - III. Shift
 - H - Have a minimum # of Players on LOS
 - A - A player must be at least 9 yards inbounds between whistle & snap
 - P - III. Participation
 - S - III. Snap - Player receiving snap must be at least 2 yards from LOS
 - Fouls simultaneous with snap – throw flag high into air & continue to officiate – no whistle.

Drills: Present examples of “Mishaps” & ask officials to react. Equipment Needed: whistles, flags;
Space Needed: An open area at least 40’ x 30’ (gym or field)

OHSAA TEACHING STATION 7

PENALTY ENFORCEMENT - PUNTS & RUNS

1. Clinician explains procedure for enforcing penalties & respective duties of each official:
 - Calling Official gives Preliminary Signal to the **R** then communicates the What to the **Wing**
 - **R** steps away & gives preliminary signal
 - **U** looks toward the HC for his decision only when accept/decline is questionable
 - **U** marks off yardage then checks with **Wings**
 - Double check the system - **HL/U** = walk off the penalty yardage independently then check with the **U** – does everyone have the same succeeding spot

Drills: Each official practices reporting the 4 W's for various fouls to **R**. Officials rotate each position after each example & assume enforcement duties of each position. Clinician provides examples of play situations, types of fouls, spot of fouls, & results of the play. Officials critique each other following each example.
2. Clinician explains All-But-One Enforcement Principle for Runs:
 - Runs - Running plays = Basic spot – Review Rule 10 – 4 Chart (SS)
Note: Can have more than 1 running play, but only 1 loose ball play during a down
 - Examples of play situations to cover include the following:
 - Foul by A behind “end of run” (PS Exception)
 - Foul by A beyond “end of run” (PS Exception)
 - Foul by B anywhere
 - Foul by A or B after a completed pass—same principles apply
 - Foul by A on an illegal forward pass – spot foul
 - Foul by A on 4th down when run & spot of foul are beyond LTG

Drills: Present various play situations regarding running plays & ask students to enforce the penalty. Officials report 4 W's & present options.
3. Clinician explains All-But-One Enforcement Principle for Punts:
 - Punts - Loose ball plays = Basic spot is previous spot (unless it is a PSK foul)
Note: Discuss when a punt ends (possession) & thus becomes a running play
 - PSK involves situations in which the RT fouls during a punt that crosses LOS, foul is beyond the LOS, & punt ends with RT in possession. Penalize from the spot where the punt ends unless the foul is behind this spot. In this situation, penalize from the spot of the foul.
 - Examples of play situations to cover includes the following:
 - Foul by RT during a punt
 - Foul by KT during a punt
 - Foul by RT after possession (punt has ended)
 - Foul by KT after possession (punt has ended)

Drills: Present various play situations regarding punts & ask officials to enforce the penalty. Officials report 4 W's & present options.

Equipment Needed: Penalty flags, bean bags, & FB

Space Needed: An open area at least 40' x 40' (gym or field)

OHSAA TEACHING STATION 8

PENALTY ENFORCEMENT - PASSES & SPECIAL ENFORCEMENTS

1. Clinician explains Rule 10 - 4 principle for passes:

- Passes - Loose ball plays = Basic spot is previous spot (Exception: Roughing the Passer, Kick Catching Interference, & PSK)
Note: Discuss when a loose ball play ends (possession) & when a running play begins
- Examples of play situations to cover include the following:
 - Foul by A beyond & behind the previous spot during QB scramble & subsequently QB throws a legal forward pass
 - Foul by B anywhere
 - Roughing the Passer on a completed pass downfield, an incomplete pass, a change of possession play & a TB

Drills: Have officials break into groups of 3 -- Each official practices reporting 4 W's for various fouls to the R. Officials rotate each position after each example and assume enforcement duties of each position. Clinician provides examples of play situations, types of fouls, spot of fouls, & results of the play. Officials critique each other following each example.

2. Clinician reviews various special enforcements:

- Half the distance (inside 20 YL & 10 YL)
- Safety/GL
- Scoring plays
 - Foul on a touchdown by A or B
 - Foul prior to marking the ball ready on a Try by A or B
 - Foul after marking the ball ready on a Try by A or B
 - Foul following a Try by A or B
- Double foul - "Clean hands"
- Multiple live ball fouls
- Multiple dead ball fouls
- PSK
- Free Kick & Scrimmage Kick Exception with the KT Fouling & R keeps FB.
- Disqualified Player
- Kick catch interference
- Loss of down fouls
- Automatic first down fouls

Drills: Have officials break into groups of 2 (R and Calling Official)

-- Each official practices reporting the 4 W's for various special enforcement fouls to the R. Students change positions after each example. Clinician provides examples of play situations, types of fouls, spots of fouls, & results of the play. Students critique each other following each example.

Equipment Needed: Penalty flags, bean bags, 4 YL markers, & FB

Space Needed: An open area at least 30 yards x 30 yards outdoors or smaller if inside (gym or field).
End zone should be marked with field markers

OHSAA TEACHING STATION 9

TIMING & OT

1. Clinician reviews Timing Rules & procedures briefly:

- Last 2 minutes of each period – communicate after each play by tapping wrist
- “Snap” & “Wind” signals - all officials
- Crossed Arms - All 4th down plays

2. Clinician reviews situations for stopping & starting GC:

- Examples of GC play situations to cover:
 - 1st down
 - Charged team time-out
 - Change of possession
 - Delay of Game Foul
 - Incomplete pass
 - Any foul, except delay of game
 - Injury/officials’ timeout
 - OOB
 - Inadvertent whistle
 - Scores
 - TB

Drills: Officials rotate turns answering questions regarding GC status & providing examples of situations that stop the GC while using proper signals.

Drills: Officials compete against each other for the most accurate timing in a scripted mock “hurry up” offense.

3. Clinician gathers the students & explains the OT procedure:

- Coin toss - options, subsequent OT periods
- Snap at + 20 YL (unless moved by penalty); Series of Downs – Ends with COP
- Time outs
- Fouls & Penalties
- Answer all questions
- Note: OHSAA OT Procedure is Different than NFHS – check the Gold Book, NOT NFHS Rule Book

Drills: Officials take turns handling 1 of the first 4 sections of the OT conference listed above. Officials critique each other after each section.

4. Clinician gives examples of various OT play situations:

- Options during subsequent periods
- Scoring plays
- Fouls by either team after B gains possession
- Fouls after a Try has ended
- Automatic 1st down fouls

Equipment Needed: Timers, Watches, or GC

Space Needed: An open area at least 20’ x 20’ (classroom, gym, or field)

OHSAA TEACHING STATION 10

GAME CONTROL & SPORTSMANSHIP

1. Clinician briefly discusses & demonstrates techniques for developing positive player-official relations:
 - Give respect in order to earn respect
 - Address player in a polite manner
 - Speak low & slow
 - Choose words carefully – “you can’t misquote silence”
 - You are there to defuse rather than incite
 - Be a good listener

2. Clinician reviews & demonstrates common types of contact situations:
 - Legal physical exchanges with no advantage gained
 - Rough contact foul
 - Frustrated player
 - Importance of observing players & “cleaning up”
 - Use physical presence, voice, & observation to handle contact situations
 - Understanding the concept of the effects of the “match up” with two opponents going against each other over a long period of time

Drills: Break officials into groups of 2. Officials take turns role playing these situations & demonstrating proper management strategies.

3. Clinician briefly discusses various types of unsportsmanlike conduct:
 - Trash talk, taunting, & baiting
 - Inappropriate or profane language
 - Dissent
 - Gamesmanship

Drills: Break officials into groups of 2. Officials take turns role playing these situations & demonstrating proper management strategies.

4. Clinician discusses methods & guidelines to handle tough situations, give warnings, administer penalties, & to eject offenders for unsportsmanlike behavior:
 - Importance of addressing this behavior in some manner
 - The “quiet word”
 - Public warning or recognition of player behavior
 - Warnings should not include threat or “if, then” statements
 - The visible “stop” sign
 - How to flag the unsportsmanlike foul (mechanics, body language, & self-control)
 - Ejecting a player
 - Handling a fight
 - Recognizing “defining moments” in game control & knowing how to handle them

Equipment Needed: Penalty flags

Space Needed: Part of FB field, gym, or classroom