



FLAG FOOTBALL CHEER COACH CHEERBOOK

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1

GOALS FOR YOUR SPORTS MINISTRY

Chapter Overview:

Goals For The Season.....4

GOALS FOR THE SEASON

THE GOAL OF OUR SPORTS MINISTRY IS:

SUCCESS LOOKS LIKE:

SUCCESS IN OUR SPORTS MINISTRY IS MEASURED BY:

2 ESSENTIALS OF COACHING

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COACHING MATTERS

WELCOME TO A NEW SEASON

Now is your opportunity to impact the lives of cheerleaders and their families. The great evangelist Billy Graham once said: “A coach will impact more people in one year than the average person will in an entire lifetime.” Upward Sports coaches have an opportunity to teach a sport and share the gospel by weaving both together through your actions, attitudes, and words. Make every opportunity count!

WE NEED GOOD COACHES

When a coach is only concerned with winning at any cost or handing out trophies to everyone, what is lost is the opportunity to help participants become better people. Being an Upward Sports coach involves teaching more than just the athletic side of a sports experience and includes mental, spiritual, and social development.

An Upward Sports coach considers Genesis 1:27 and Genesis 2:7 to realize that God created everyone. He created all the young athletes participating in your league. He created the coaches and all the volunteers. God created everyone in his image. As image-bearers of God, we should treat everyone with the love and kindness that God treats them with. Your league is not just about sports, it's about helping participants and their families discover Jesus.

PARTICIPANT DEVELOPMENT MODEL = M.A.S.S.

As an Upward Sports Coach, you play a major role in encouraging your participants mentally, athletically, spiritually and socially as they participate on your squad.

This approach is based on Luke 2:52: “And Jesus grew in wisdom and stature and in favor with God and man.”

MENTALLY

Mental development for young athletes is a byproduct of the weekly practices and games where cheerleaders participate. They grow in confidence, courage, decision-making, and cognitive self-regulation.

- » **Confidence** - As participants learn and improve their skills and confidence will increase. Cheerleaders then gain the courage to attempt new skills and recognize that mistakes are a part of the experience that they can overcome.
- » **Decision-Making** - The intricacies and complexities of sports, help train young athletes on making correct decisions. Through observation and repetition, cheerleaders improve their muscle memory and learn when and how to make individual and team decisions.
- » **Cognitive self-regulation** - Through practice and repetition, cheerleaders learn to self-regulate emotions and gain focus. The attention span of a young athlete increases as they age. Through sports, they enter various experiences where they learn to narrow their focus from a broad range to a specific individual focus and team responsibilities in the pursuit of attaining goals.

ATHLETICALLY

Athletic development compounds through small improvements over time. Cheerleaders learn and grow in their sport to achieve long term growth

- » **EXERCISE:** In a recent State of Play report, the Aspen Sports Institute reported only 24% of youth ages 6 to 17 engage in at least 60 minutes of physical activity per day, down from 30% a decade earlier. With many kids spending over 6 hours in front of screens each day (TVs, computers, phones/tablets), the desire to get out and be active is waning.

How can you tell if a child is getting proper exercise? Sweat. Sweat requires constant activity with little “downtime.” Practices should have drills that allow for continuous movement using various muscle groups. Avoid cheerleaders standing in lines when possible. Keep practice fast-paced and fun, allowing for water breaks and short periods of rest.

- » **PHYSICAL DEVELOPMENT:** Physical development has enormous benefits for children, including stronger bones and muscles, improved heart and brain health, and lowered risk of diseases such as diabetes and cardiovascular disease. Participants may learn fundamental movements that allow them to run, jump, throw, catch, balance, and change direction. Basic moves will help participants enjoy a variety of sports and begin a path to physical literacy.
- » **FUN:** The key to getting kids interested in physical activity is by making it fun. Sports do just that, provided the coaches in charge are focused on the development of the athlete. Practices should teach the game using fun and safe methods.

SPIRITUALLY

Spiritual growth is an essential part of sports ministry. You play a vital role in the spiritual development of cheerleaders on your team and help them discover a sense of self and a sense of purpose. This development happens in various ways.

- » **Practice devotions** - By guiding discussion around the practice devotions each week, you plant seeds of discovery within the minds and hearts of young athletes. Remember to guide every practice devotion conversation back to the Gospel and what Jesus has done for us.
- » **Relationships** - Jesus demonstrated the importance of taking an interest in people and relationships he had with them. Building relationships requires coaches to take a genuine interest in families and their cheerleaders. Talk about what participants are learning during devotions so parents can connect with their children on spiritual topics.
- » **Your Example** - Be ready to step into opportunities God provides during practices, games, and your communications to demonstrate and share the gospel message.

SOCIALLY

Participants develop socially by learning how to work as a team, communicate, and serve others through a sport.

- » **Teamwork:** Through team sports, children learn how to interact with peers and adults in positive ways. These include numerous opportunities for “selfless” behavior, focusing all mental and physical efforts towards the goals of the team. Participants learn how to navigate relationships, encourage others, and recover from mistakes.
- » **Communication:** Cheerleaders learn how to communicate in complex social situations with teammates and competitors. This learning carries over to other areas of life, helping them communicate in school, at home, and in other environments.
- » **Serving:** Serving others becomes a critical component for social development in team sports. Children learn to share, encourage teammates, and give their best effort to help the team and not just themselves.

WHO YOU'RE COACHING

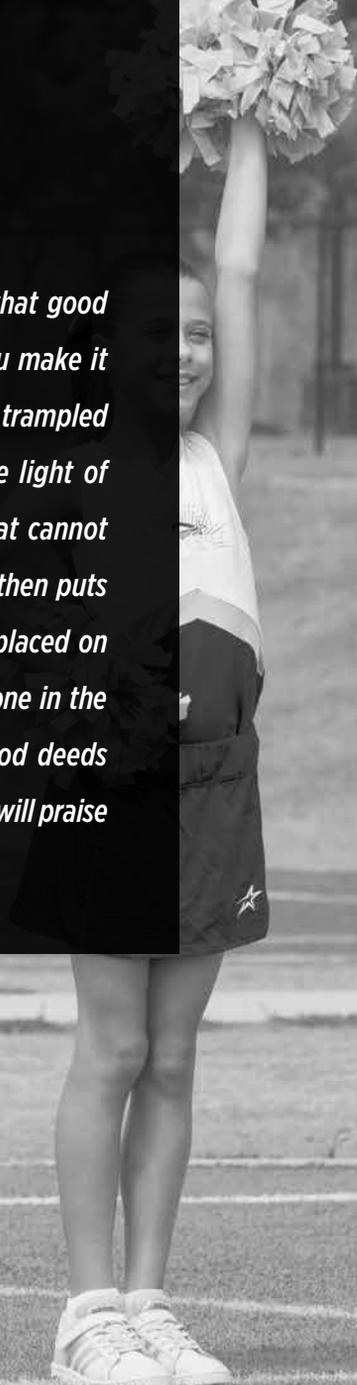
- » **Cheerleader** - A coach must observe and teach each cheerleader according to their skill set. Likely, you'll have some cheerleaders that have excellent athletic skills and others with very little knowledge. You will also probably have some that have never cheered before. Working one-on-one helps them in their individual development. Focusing on specific skills that need improvement also helps them understand where their weaknesses are and where they can do better. You must become their "cheerleader," encouraging them as they develop, knowing they make mistakes along the way.
- » **Squad** - As you coach individuals, you must also coach the group. In every team sport, participants must learn how to work well with each other to be successful. Help them learn how to communicate, to help each other, and to encourage each other. Each person is at a different place in their development, so it's essential you coach everyone as equals without giving preferential treatment.
- » **Self** - The only way you can coach a squad well is to prepare. It's more than merely knowing which cheer, chant, or dance you practice. You need to be coaching yourself. You cannot lead well if you're not first taking care of yourself. It's especially true when it comes to helping your cheerleaders develop spiritually. Are you feeding your soul?

If you're not feeding your soul by spending daily time reading the Bible, praying, and staying active in church, how can you help point others to Jesus? Be sure you are taking care of yourself spiritually so that you can lead others well.



MATTHEW 5:13-16

“You are the salt of the earth. But what good is salt if it has lost its flavor? Can you make it salty again? It will be thrown out and trampled underfoot as worthless. “You are the light of the world—like a city on a hilltop that cannot be hidden. No one lights a lamp and then puts it under a basket. Instead, a lamp is placed on a stand, where it gives light to everyone in the house. In the same way, let your good deeds shine out for all to see so that everyone will praise your heavenly Father.”



SIX KEYS TO COACHING

Here are six essentials to help you effectively connect with cheerleaders and parents as you are the front line of ministry:

1. **Teach the fundamentals of cheer with a progression plan in place** – The ability to teach the game through proper drills and demonstrations enhances skill level and improves solid foundations. Your practices should utilize drills that enhance skill development. Don't just go through the motions. TEACH each cheerleader how to improve. Parents are watching and are counting on you to teach the sport.
2. **Teach how to lead the spectators effectively** - Cheerleaders should show confidence in their performance and their leading cheers. Leading helps the fans to get engaged while building self-esteem in your cheerleaders.
3. **Communicate effectively** – To teach participants, you must be an effective communicator. Likewise, excellent communication and organization are crucial in keeping parents informed throughout the season. Keep them up to date on practice and game times and have a plan in place each practice. Be sure to utilize the resources at MyUpward.org to assist you in communicating with parents via text and email.
4. **Lead the practice devotion** - Coaches lead a devotion, discussion, and prayer during practices using the devotion material found on MyUpward.org or in the Coach Playbook. If you need help let the coach commissioner or league director know.

5. **Keep calm when things do not go your way** - Know your ability to influence the situation. Know the Circle of Affirmation and realize that the game is about the participants and not about a mistake by an official, coach, parent, or participant.
6. **The idea of “Not yet”** - After a practice or two, coaches begin to categorize cheerleaders as “they will never learn these cheers” or “they just don’t have the mindset to do this.” What if you followed up with a response of, “Not yet.” This change in perspective challenges a coach to look for the potential that could be there.

HOW TO INTERACT WITH YOUR CHEERLEADER

Here are a few tips on interacting with your cheerleaders:

- » Create a positive environment by greeting each participant by name as she arrives at practice each week.
- » Always speak on a level that the participant can understand.
- » Hold a meeting with parents and participants at the end of the first practice to set expectations and answer questions.
- » Focus on a few skills at a time as you teach so that participants can learn each one thoroughly.
- » Recognize differences in skill level so that you can help each participant improve.
- » When distributing stars on game days, give specific reasons why each athlete earned a particular game day star. Don't underestimate the value of recognizing participants! Recognizing them is an important driver in building confidence and self-esteem in young athletes.

One simple question that will help a coach gain understanding into most situations is, “What did you see?” This requires a coach to listen and discover what the participant was seeing.

DISTRACTED AND DISRUPTIVE PARTICIPANTS

A challenge to coaching is what to do with participants who are disruptive or not focused during practice. Here are four things to understand in these situations.

1. Understand that participants may have short attention spans and be patient with them.
2. Things outside of practice that day influence a participants mindset coming into practice. Take the simple step of welcoming participants as they arrive. This will let them know that you see them as they enter into a new environment.
3. Maintain activity and have fewer participants standing in line. To do this ask parents to help run a drill so that multiple stations can take place at one time.
4. Praise desired behavior right away, use the participants name, and let them know how it helps the team.

If the undesired behavior can't be ignored, address it with the participants without disrupting the whole team. You should also check with the parent after practice to see if they can offer insight into working with their cheerleader.

HOW TO INTERACT WITH YOUR SQUAD'S PARENTS

Start the season off right by getting to know the parents and family members of your squad. Include parents in your first post-practice huddle. Here are a few tips on interacting with parents:

- » Introduce yourself and share your excitement about the season and why you are coaching.
- » Share your contact information.
- » Take time each week to have an extra one minute conversation with a family about the season
- » Encourage all parents to work on skills at home with their cheerleaders.
- » Communicate, communicate, communicate with parents each week using a text or email.

Note: After you receive your roster, it is vital to contact the parents of your cheerleaders as soon as possible. Families have been eagerly waiting to hear from their coach, so introducing and giving first practice information is crucial.

CREATE A POSITIVE CULTURE

A positive culture is one of safety, learning, and fun. A team's attitude and mindset often mirror that of their coach. Use the beginning of the season to set a tone of positivity throughout the weeks ahead.

- » Set expectations on behavior.
- » Communicate expectations to parents.
- » Start and end each practice on time.
- » Encourage participants to support each other.
- » Be motivating and supportive during games.
- » View mistakes as teaching opportunities, not moments to criticize.

One practical way to create a positive team culture and teach communication is to establish a team huddle at the end of practice. Have participants stand in a circle and include the coach. Have cheerleaders address the person to their right by using their name and then offering a word of encouragement for that cheerleader. You can change from practice to practice what cheerleaders share. For example, some weeks, a cheerleader can tell the person to their right something they will work on for next game, other weeks, they can name something they saw that teammate do well in practice.

YOUR ROLE IN SPORTS MINISTRY

As a coach, you play a vital role in the ministry to participants and their families. You are on the front lines of what will take place this season.

Sports ministry requires that the sport and ministry are both done with excellence. The league and coaches should always give their best effort in teaching the sport and caring for people through ministry opportunities. Your league is not “just an Upward league” or “just a church league.”

Sports ministry is your chance to provide the best youth sports experience in your community and demonstrate the gospel to the families you serve.

Hebrews 12:1-2a reads, *“Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of our faith.”*

How will you plan to grow spiritually and as a coach this season? What are things you can throw off that will help you grow in these areas?

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COACH TOOLS AND RESOURCES

If you are a new coach, long-time coach, or somewhere in between, we provide you with comprehensive resources to help you this season. Take advantage of these resources to help you plan and save time this season.

The resources include:

- » **MYUPWARD.ORG** – The league director will send you an invitation to access these resources from a computer or mobile device. First, accept the invitation to these resources and create a username and password. If prompted from a mobile device, you may set up an icon on your home screen. Next, go to the getting started section and review the information there. Other sections include:
 - ◇ ***Getting Started***
 - How-to video to show coaches how to use the online resources.
 - Prepare for your role this season by reviewing these coaching ideas and tips
 - ◇ ***Team***
 - Manage your roster and see participant information
 - View schedule for your practice and game days
 - ◇ ***Ministry and Practice Resources***
 - Practice plans provide a detailed step-by-step outline for each practice that progresses throughout the season.
 - Devotions are vital as you review, discuss, and lead your team in prayer.

- Cheers, dances, chants, and tunes to help your learn and demonstrate each.
- ◇ **Communication**
 - Text and email communication tools to stay in touch weekly with your team.
 - Team pages are shared via email or text.
- ◇ **Star Distribution**
 - Star distribution tracking

These resources are also available in print form as the Coach Cheerbook and used by some leagues.

The getting started section includes a video with an overview of using these tools.

- » **TEAM PAGE** – Share this with your team at the start of the season to see the team practice and gameday schedule, coach contact information, the league contact information, and basic team roster by first name and last initial.

Distributing Game-Day Stars

Star presentation is a special time for every cheerleader. When distributing these stars, make it fun by:

- » Inviting parents and other spectators to meet at a specific area away from where the game took place.
- » Giving specific reasons why each cheerleader received their star
- » Applauding each child as they receive their star

Use the star distribution form found in back portion of the coach cheerbook to track which stars each cheerleader has received. Make an attempt to award each cheerleader all five star colors throughout the season. These sticker stars are located in the Award Star booklet.

Note: The green practice star should be awarded at practice to every cheerleader who participates in learning the Scripture verse for the week.

ADDITIONAL IMPORTANT COACH TOOLS

The Leadership Team of your sports ministry sends you an invitation to access additional resources online through the **MyUpward.org**. After accepting the invitation, you create a username and password. *If you have not received this email, please see your Cheer Director.

» **The Coaches Practice Plans**

These detailed Practice Plans help you prepare for each practice. In each Practice Plan, find Warm-up activities, cheers, chants, and dance routine information and Practice devotion. Use these guides as a step by step plan for your practice. If you are an experienced coach, feel free to include additional ideas to supplement the experience for the cheerleaders. These plans can be printed by accessing them through MyUpward.

» **MyUpward.org**

One of the most valuable tools you can use is accessing MyUpward.org!

- View and edit your roster
- Email or text parents
- See your team's game schedule
- See Game Day stars and notes
- View weekly Practice Plans, skills and drills, devotions, laws of the game
- Access game day tools to manage your lineup.

NOTES:

A series of horizontal dotted lines for writing notes.

3 PRACTICE

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PREPARING FOR PRACTICE

We know that preparing for practice each week can be time-consuming, but it's worth the effort. ***There are entire Practice Plans for each week of the season found at Myupward.org.*** These plans have been designed for each age group and include age-appropriate skill development and devotion material that progresses throughout the season.

Through research, we have designed these plans to maximize your time with participants and help you as a coach to be ready for practice each week. As cheerleaders progress over the season, you may modify the plans to meet the needs of your team.

The Weekly Practice Plans include a warm-up, practice focus, skill building and devotion material.

Many valuable resources are found on MyUpward.org. Contact your Cheer Director or League Director if they have not sent you an invitation to access these items.

If you prefer to design your practices, use the Practice Outlines on the following pages to help organize your thoughts, and outline a progression of skills that you teach over the season. Be sure to use the Devotion material for weekly Mid-Practice Devotions.

Make sure to spend time to prepare each week. Coaches are named as the top reason parents and participants return or do not return to the experience your league provides to families. Parents want to see organized practices for their participants.

PRACTICE FORMAT

As a coach, it is essential that you are prepared for practice. Being prepared will make your practices fun, efficient and meaningful. Below is an outline of a typical practice. Understand that the times are an estimate and will adjust during the season.

- 1. Welcome and Games** Start practice on time. Use this opening time early in the season to incorporate learning games and as the season progresses give encouragement from the previous game. This will also be a time to quickly review what will be covered during the practice. (1-5 minutes) - see pages 35-36
- 2. Warm-ups and Stretching** (5-10 minutes) - see pages 36-38
- 3. Review and Fundamentals** This time is used to review basic fundamental moves of cheer and previously learned material. This time may increase during the season as the amount of material they have learned increases (10-20 minutes) - see pages 39-46
- 4. Practice Devotions** Devotion time is where you continue ministry and share a lesson from the bible. Take time to teach and listen. (8 minutes) see pages 87-115
- 5. New Material** - Incorporate new cheer, chants or dance. Learning one routine may stretch over a number of practices. It's also okay to modify these as you need for your specific squad. (20-25 minutes) - see pages 52-85
- 6. Post-practice Meeting** Review and encourage practice at home. (2-5 minutes)

DON'T FORGET TO CONNECT WITH FAMILIES AFTER PRACTICE.

For detailed practice plans, visit MyUpward.org.

PRACTICE DEVOTIONS

During every practice, the head coach leads the team in a 5-7-minute devotion. Carry out your team huddle at about the halfway point of each practice. Devotions and the discussion that follow allow coaches to huddle-up and engage in meaningful spiritual discussion. Weekly devotion plans are provided and include topical lessons, discussion questions, and real-life application ideas, along with scripture and prayer.

This time is an important ministry touchpoint. If you need help conducting a practice devotion check with your Cheer Director or League Director who can help find an assistant coach or someone who can help. You may even find a parent who would be willing to be a team devotion coach.

Make sure to set aside time before your practice to review the devotion material so that it isn't just reading from a script. Preparing ahead of time also allows for the Spirit to work through you during practice as opportunities may arise to connect the message throughout the practice.

There are devotion guides in the Coach Cheerbook and ***MyUpward.org***.

THE GOSPEL VIDEO

A link to the Gospel Video is sent to all participants by text or email from the League Director at a designated time during the season. This video engagingly presents the Gospel by illustrating what Jesus did for us.

The story should generate discussion about the Gospel and gives you a chance to present the Gospel further. You should watch the video as well. The Gospel Video appears on ***MyUpward.org***.

PRACTICE CARDS

At the end of designated practices, you distribute practice cards to each of your participants. Each card contains a Scripture verse. Through these practice cards, cheerleaders learn the Scripture verses away from practices and are familiar with them when they return to the next practice.

PRACTICE STARS

Green sticker stars known as practice stars are inside your Award Stars Booklet. At the end of each practice, give a star to each cheerleader who participated in Scripture learning. Cheerleaders are not required to memorize the verse individually to receive a star. Distribute these stars at the end of practice. Cheerleaders should display their stars on their award posters along with their game-day stars.

Note: The green practice stars should not be confused with the multi-colored game-day stars, awarded to cheerleaders at the end of each game.

END OF PRACTICE HUDDLE

Include Cheerleaders and Parents (5 minutes)

Take a few minutes at the end of your practice to gather your cheerleaders together with their parents. Talk about all the skills learned in the first practice. Let the parents know how excited you are to be coaching their children this season. This is a great time to exchange email addresses and phone numbers with the parents of your cheerleaders. You may also want to provide a welcome letter to them, such as the sample welcome letter found at ***MyUpward.org***. Be sure to inform parents of the upcoming practice or game time and location.

PRACTICE OUTLINES

On the following pages you will find basic **practice outlines**. For a more detailed weekly **Practice Plan** login to MyUpward.org.

PRACTICE 1

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Play the “Name Game” (see page 43)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 44-46)
Review and Fundamentals (10 min)	K5-2nd Grade <ul style="list-style-type: none">• Motions: High Touchdown, Low Touchdown, High V, Low V, T Motion, Right L, Left L, Clasp (see pages 47-54)• Teach the proper jump form and a Spread Eagle Jump. (see pages 48-50) 3rd Grade and Up <ul style="list-style-type: none">• Motions: High Touchdown, Low Touchdown, High V, Low V, T Motion, Right L, Left L, Clasp, Right Diagonal, Left Diagonal, Broken T, Candlesticks, Daggers, Right Punch, Left Punch, Clap (see pages 47-54)• Teach the proper jump form and a Spread Eagle Jump. (see pages 56-58)
Practice Devotion (8 min)	Practice 1 (see page 1 03)
New Material (20 min)	K5-2nd Grade <ul style="list-style-type: none">• Motion Drill 1 (see page 5)• Chant: Select 1 Basic Level (see pages 74-76) 3rd Grade and Up <ul style="list-style-type: none">• Motion Drills 1 & 2 (see page 55)• Chant: Select 1 Intermediate Level (see pages 77-80)
Post Practice Huddle (5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Update parents email addresses, phone numbers• Hand out welcome letter and info on upcoming practice times

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 2

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Play “Cheerleading Simon Says” (see page 42)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 44-46)
Review and Fundamentals (10 min)	K5-2nd Grade <ul style="list-style-type: none">• Review motion drill, chant, and jumps• Teach a Tuck Jump (see page 57)• Teach the following motions: Right Diagonal, Left Diagonal, Broken T, Candlesticks, Daggers, Right Punch, Left Punch, Clap (see pages 47-54) 3rd Grade and Up <ul style="list-style-type: none">• Review motion drills, chant and jumps• Teach a Tuck Jump (see page 57)
Practice Devotion (8 min)	Practice 2 (see page 106)
New Material (20 min)	K5-2nd Grade <ul style="list-style-type: none">• Motion Drill 2 (see page 55)• Cheer: Select 1 Basic Level (see pages 60-63) 3rd Grade and Up <ul style="list-style-type: none">• Cheer: Select 1 Basic Level (see pages 60-63)• Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 92-95)
Post Practice Huddle (5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Distribute practice cards at the end of practice and explain both sides of the card• Give out a green practice star for participating in scripture learning. Cheerleaders should display stars on their cheer posters.

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 3

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Play “Cheerleader Tic-Tac-Toe” (see page 42)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (10 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review motion drills, chants, and jumps• Teach a Toe Touch (see page 58)• Encourage your cheerleaders to use their cheer voices and to smile
Practice Devotion (8 min)	Practice 3 (see page 109)
New Material (20 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 88-91) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Intermediate Level (see pages 77-80)• Dance: Same Intermediate Level from the previous week and learn the last 2 eight counts (see pages 92-95)
Post Practice Huddle (5 min)	<ul style="list-style-type: none">• Encourage practice at home• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 4

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Play “Line Up” (see page 43)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 44-46)
Review and Fundamentals (10 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review cheers, chants, dance routines, and jumps• Remind cheerleaders to show spirit after a cheer or dance• Teach a Herkie Jump (see page 58)
Practice Devotion (8 min)	Practice 4 (see page 112)
New Material (20 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Same Basic Level as last week and learn last 2 eight counts (see pages 88-91) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Intermediate Level (see pages 77-80)• Dance: Select 1 Intermediate Level and learn first 2 eight counts (see pages 92-95)
Post Practice Huddle (5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Give out a green practice star for participating in scripture learning• Remember to spend time after practice building relationships with families

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 5

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Play “Shoe Game” (see page 43)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 44-46)
Review and Fundamentals (10 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review cheers, chants, dance routines, and jumps• Review cheer or dance and incorporate smiling and showing spirit after each routine
Practice Devotion (8 min)	Practice 5 (see page 115)
New Material (20 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 88-91) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Intermediate Level (see pages 77-80)• Dance: Same Intermediate Level from last week and learn the second 2 eight counts (see pages 92-95)
Post Practice Huddle (5 min)	<ul style="list-style-type: none">• Encourage practice at home• Distribute practice cards at the end of practice• Give out a green practice star for participating in scripture learning• Remind parents about upcoming practices and games

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 6

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 6 (see page 118)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Same Intermediate Level from last week and learn second 2 eight counts (see pages 92-95) 3rd Grade and Up <ul style="list-style-type: none">• Cheer: Select 1 Advanced Level (see pages 69-72)• Chant: Select 1 Advanced Level (see pages 81-85)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 7

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 7 (see page 121)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Cheer: Select 1 Basic Level (see pages 60-63)• Chant: Select 1 Basic Level (see pages 74-76) 3rd Grade and Up <ul style="list-style-type: none">• Cheer: Select 1 Advanced Level (see pages 69-72)• Chant: Select 1 Advanced Level (see pages 81-85)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Encourage practice at home• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 8

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 8 (see page 124)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 92-95) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76) or Advanced Level Chant (see pages 81-85)• Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 96-99)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Distribute practice cards at the end of practice• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 9

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game. (Continue thinking about how you want to end the season.)
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 9 (see page 126)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Cheer: Select 1 Basic Level (see pages 60-63)• Dance: Same Intermediate Level as last week and learn the second 2 eight counts (see pages 92-95) 3rd Grade and Up <ul style="list-style-type: none">• Cheer: Select 1 Basic Level (see pages 60-63) or Advanced Level (see pages 69-72)• Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 96-99)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Encourage practice at home• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 10

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 10 (see page 129)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Chant: Select 1 Intermediate Level (see pages 77-80) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Advanced Level (see pages 81-85)• Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 96-99)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Remind your squad about skills learned at practice• Give out a green practice star for participating in scripture learning

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

PRACTICE 11

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game.
Warm-up and Stretch (5 min)	Warm-up and Stretch (see page 44-46)
Review and Fundamentals (15-20 min)	K5-2nd Grade and 3rd Grade and Up <ul style="list-style-type: none">• Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 11 (see page 131)
New Material (20-25 min)	K5-2nd Grade <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Chant: Select 1 Intermediate Level (see pages 77-80) 3rd Grade and Up <ul style="list-style-type: none">• Chant: Select 1 Basic Level (see pages 74-76)• Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 96-99)
Post Practice Huddle (2-5 min)	<ul style="list-style-type: none">• Encourage practice at home• Distribute practice cards at the end of practice• Give out a green practice star for participating in scripture learning• Remind parents about upcoming final game

FOR VIDEOS OF ALL CHEERS, CHANTS, DANCES AND MUSIC VISIT MYUPWARD.ORG

WELCOME AND GAMES

Always welcome your cheerleaders by name as they arrive. Prepare a fun warm-up routine where they move and do motions as they count to a beat. This is an activity you may need to lead so cheerleaders get the hang of your warm-up routine.

Basic and intermediate warm-up routines are available on MyUpward.org. These routines will help cheerleaders to get moving

ICE BREAKERS

Use these activities as part of the welcome time at your first two or three practices as you get to know your squad.

◇ ***Cheerleading Simon Says***

This game is played just like the traditional game of Simon Says except that the things Simon says to do are cheerleading-related. For example, you could say “Simon says, ‘Do a High V!’” or “Simon says, ‘Do a toe touch!’” You could also let the cheerleaders take turns being Simon. This game encourages the learning and improvement of motions and jumps.

◇ ***Cheerleader Tic-Tac-Toe***

Set up nine chairs in three rows. Divide the squad into X’s and O’s. Just like in regular tic-tac-toe, the X’s and O’s alternate, except they sit in the chairs instead of drawing it out on paper. Ask questions about the rules of the sport you are cheering for. The cheerleaders must raise their hands to answer. If they answer correctly, they sit on one of the chairs. The first team to get three in a row-diagonally, vertically or horizontally-wins.

◇ **Name Game**

Equipment needed: Five small balls (or use poms)

First have cheerleaders stand in a circle and tell everyone their name. Next have them create a pattern by throwing one ball. Prior to throwing the ball, each cheerleader has to say the name of the person to whom they are throwing it. The ball must be thrown to every person in the circle one time. The last person to receive the ball will throw it back to whoever began the pattern. Once the pattern is established, try speeding it up and see how quickly you can complete the pattern while still saying the names prior to throwing the ball. After they have mastered the speed, try adding balls to see how many you can get going at the same time. This is a great ice-breaker game that helps in learning names.

◇ **Line Up**

Divide the squad into two groups, which will compete against each other to complete the challenge. Challenges could be lining up according to birthdays, alphabetically by first name or last name, age or other criteria. Then try the same challenges without talking.

◇ **Shoe Game**

Have everyone take off their shoes and put them in a pile in the middle of the room. Mix the shoes up. Divide the cheerleaders into two groups. See which group can find their shoes and put them on first. When they have their shoes on, the team done first must quickly sit on the floor.

CHEERLEADING FUNDAMENTALS

Being prepared for practice is imperative. You will need to not only know what to teach, but how to teach it. In the following pages, you will find specific skills to aid you as you prepare. Refer to MyUpward.org for visual demonstrations of each of the items covered in this section.

WARM-UPS AND STRETCHING

Warm-up exercises and stretching are necessary before any sports activity. Prior to each practice, use the following guidelines to lead your squad:

- » Warm up to a fun song and motions. ***There is a basic and intermediate warm-up routine for cheer coaches to use on MyUpward.org!***
- » Choose fun music from your coach's practice resources at MyUpward.org, or select a song of your choice and choreograph your own warm-up routine.
- » Warm-up first and then follow with stretches.
- » Play a fun game with commands and stay in motion. Have a cheerleader help you lead.

Here are some warm-up activities that you can use. Add music, move to the beat and create a warm-up activity you will use at start of each practice.

Arm circles: Hold arms out in a T-motion and circle them 10-20 times.

High Knees: With hands in front and waist high, lift knees up and alternate between knees. Vary speed as desired. 10-20 times.

Hops: This can be done in one spot or moving forward. It can be done on one foot or both feet 10-20 times.

Jumping jacks: 20-30

Log Step: With both feet on one side of an imaginary log high step sideways with one foot and then the other to cross over the log. Vary speed and repeat 10-15 times.

Lunges: From a standing position large step forward while keeping the back foot in place without the knee touching the ground. 10-20 times.

Push-ups: 5-15 allowing as needed for a modified version with knees on the ground.

Running: One minute around the room. If you have limited space, run in place and change the pace.

Shoulder circles: With arms by your side, lift your shoulders and take them back down, creating a circular motion 10-20 times.

Side lunge: Feet wider than shoulder width apart, keep one leg straight while the other bends into a squat position. Keep your back flat, chest up and rear out behind you. Alternate sides. 10-20 times.

Trunk twists: From a standing position, twist back and forth 10-20 times to loosen the back.

Stretching is a vital part of cheerleading because good flexibility helps prevent muscle injuries. Stretching should be done after warm-up activities and before every practice and game. Below are some stretches you can perform.

Neck Stretch: Sit or stand with arms by your side. Tilt head to the right and hold for eight seconds, then tilt head to the left and hold for eight seconds.

Triceps Stretch: Bring one arm up beside your head, bending it at the elbow while reaching across with the other arm and hold. Repeat using other arm.

Biceps Stretch: Reach one arm out straight in front of you with palm facing up. With the other hand gently push down until you feel a slight stretch in your bicep.

Shoulder Stretch: Reach one arm across your chest, holding it at the elbow with opposite hand. Reverse.

Hug: Reach as far as you can and wrap your arms around your chest giving yourself a hug.

X Stretch: With feet slightly wider than shoulder width apart, stretch your arms and hands up and out, forming an X with your body. Reach high and stand on your tip-toes.

Quadriceps Stretch: Support yourself against a wall or stationary object. Pull one heel up behind your body and hold. Repeat with other heel.

Hamstring Stretch: Sit on the floor with right leg straight out in front. Bend left leg and cross it over the right one. Pull the left knee across your body toward opposite shoulder. Reverse.

Pike Stretch: Sitting with feet straight in front of you and together, put both hands straight up above your head and then slowly bend forward to reach your toes.

Calf-Muscle Stretch: Lean toward and support yourself against a wall while keeping your leg straight. Press your heel to the floor. Reverse and stretch other calf muscle.

MOTIONS

Learning motions properly ensures that routines will be done precisely and accurately. Sharp, tight, clean motions are essential for all cheerleaders. Use this section as a reference for routines.

When practicing motions, make sure your cheerleaders follow these guidelines:

- » Keep motions in front of you: If you hit a motion properly, you should be able to see your arms and fists in your peripheral vision while looking forward (with the exception of a Touchdown motion).
- » Watch arm levels: Keep shoulders relaxed. A T-motion should be leveled and a High V or Low V should look like a “V”, with locked elbows and straight arms and no bent elbows.
- » Use proper fists direction: The thumb should always be on the outside of the fingers, but should not extend above the knuckles. The side of the fist facing the crowd depends on the motion being performed. For example, the index-finger side faces out for a high V-motion.
- » Keep wrists flat (avoid bent or cocked): Your wrists should be perfectly flat, as if they were extensions of your arms.
- » Use proper hand placement for claps: Keep elbows in and clasped hands right below your chin.
- » Maintain sharpness with motions by not bouncing or swinging motions or inserting extra movements.

When your cheerleaders are learning a new routine, cheer, chant or jump, have them practice sharp motions. The way they practice is the way they will perform on game day.



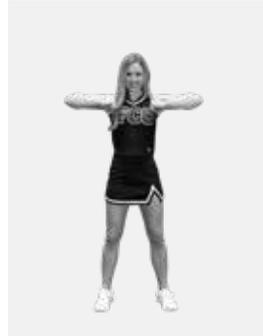
Bow-n-Arrow

One arm is in a Broken T while the other arm is in a T motion. (Pictured is a Right Bow-n-Arrow.)



Buckets

Both hands extended forward with hands in a fist and back of the hands facing up.



Broken T

Similar to the T motion with both elbows bent inward and fists to chest. Can be specific to either arm by only using half of the Broken T.



Candlesticks

Arms are straight out, parallel to each other and the floor. Fists should face inward, as if holding a candle in each hand.



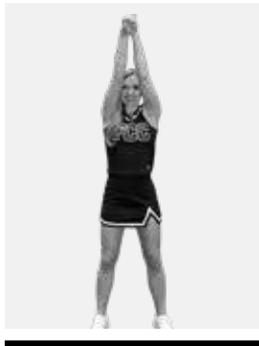
Clap

Similar to a clasp, but hands are flat against each other. This is one of two clapping positions.



Clasp

Hands are held together below the chin. This is one of two clapping positions.



High Clasp

Arms are straight, above the head in a clasp and slightly in front of the head.



Dagger

Bend both arms at the elbow. Hold arms parallel to each other and tight to the chest.



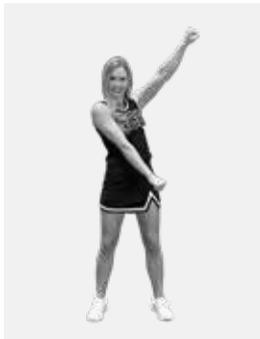
Diagonal

One arm is in a High V position while the other is in a Low V position. (Pictured is a Right Diagonal.)



Hands Behind Head

Hands behind the head with fists touching.



K Motion

One arm raised at an angle with the other arm at an angle across the body.



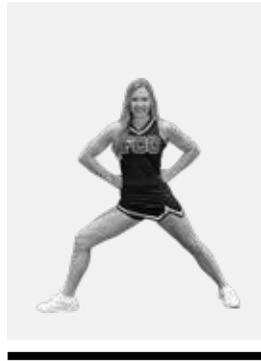
L Motion

Raise one arm to a T motion. Extend the other arm straight up by the ear. (Pictured is a Left L.)



Lunge

Front leg is in front with knee bent and back leg straight with foot sideways.



Lunge (side)

Front leg is forward with knee bent, in line with the ankle. Back leg is straight. Front and back lunge are another variation of this stance.



O motion

Hands over the head with the right hand grasping the left wrist. Left hand is in a forward facing fist.



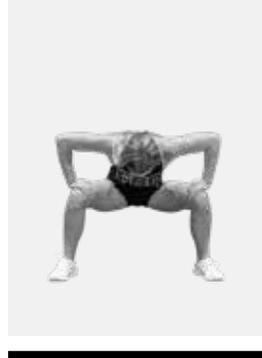
Ready Position

Feet are positioned shoulder-width apart while hands rest on hips. This will be the position in which most cheers are called.



Right Punch

Left arm rests on the hip. Right arm is extended straight up by the ear. Both hands are in fists.



Squat Feet Apart

Feet wide in a squat position with hands on knees, elbows out, and head down.



Squat Feet Together

Feet together, high squat position with hands on knees, elbows out, and head down.



T Motion

Extend both arms out to the side of your body to create a T shape. Hands are in tight fists, with arms forward enough to be seen out of the corner of your eyes.



Touchdown (high)

Extend both arms straight up by your ears. Hands are in fists.



Touchdown (low)

Extend both arms straight down.



V (high)

Both arms are raised at an angle to create a V shape. Hands are in tight fists with arms forward enough to be seen out of the corner of your eyes.



V (low)

This is similar to the High V, but both arms are lowered to create an upside-down V shape. Hands are in tight fists, with arms forward enough to be seen out of the corner of your eyes.



V (left high)

Right arm rests on the hip. Left arm is extended at a 45 degree angle to the side. Both hands are in fists.

Right V or Left V

can be low or high and use only half of the V with the other hand on the hip.



V (right high)

Left arm rests on the hip. Right arm is extended at a 45 degree angle to the side. Both hands are in fists.

MOTION DRILLS

The purpose of these motion drills is to help cheerleaders put their knowledge of motions to counts and rhythms. Often cheerleaders who know every motion forget the placement and sharpness when performing. Encourage them to make the transition from one motion to the next look sharp, clean, quick and simple.

Start with a slow 8 count so that each motion is correctly performed with each count. Once cheerleaders get the hang of the motion and count you can increase the speed of the count. Below are two eight-count drills that include a series of motions.

MOTION DRILL 1	MOTION DRILL 2
1. Touchdown	1. Right Diagonal
2. Low Touchdown	2. Left Diagonal
3. High V	3. Broken T
4. Low V	4. Candlesticks
5. T-motion	5. Dagger
6. Right L	6. Right Punch
7. Left L	7. Left Punch
8. Clasp	8. Clasp

A great way to introduce someone to cheer coaching is to find a high school or college cheerleader to assist you during practice with demonstrations and technique.

JUMPS

Jumps are another key element of cheerleading. Performing more jumps will build your cheerleaders' stamina, endurance and flexibility. The following drills will help to improve their jumps' height and form. Focus on one jump per practice and encourage your cheerleaders to perform jumps at games after a cheer, chant or dance routine. As you teach, stress good form over height of the jumps. **Visit MyUpward.org for video demonstrations of all Jumps.**

Jumps should be done in the following manner with appropriate counts:

1. Arms in a High V and feet together. (see image #1 below)
2. Swing arms around. Slightly bend your knees, placing your weight on the balls of your feet. (see image #2 below)
3. Lift arms to a T-motion while hitting the appropriate jump. (see image #3 below)
4. Squeeze legs together for a "feet together" landing with arms by your side. (see image #4 below)
5. Stand up with feet together and hands on hips or by your side. (see image #5 below)



Spread Eagle

Help cheerleaders perfect their overall jump form by teaching this drill with Spread Eagle first before moving to another jump.

1. Arms in a High V and feet together.
2. Swing arms around. Slightly bend your knees, placing your weight on the balls of your feet.
3. Swing arms out and around to a High V, keeping your back straight. Spread legs with toes pointed, knees facing forward.
4. Squeeze legs together for a “feet together” landing with arms by your side.
5. Stand up with feet together and hands on hips or hands by your side.



Tuck Jump

1. Arms in a High V and feet together.
2. Swing arms around. Slightly bend your knees, placing your weight on the balls of your feet.
3. Keep legs squeezed together and back straight while bringing your legs up to your chest. Hit a T-motion or a High V with arms.
4. Squeeze legs together for a “feet together” landing with arms by your side.
5. Stand up with feet together and hands on hips or arms by your side.



Toe Touch

1. Arms in a High V and feet together.
2. Swing arms around. Slightly bend your knees, placing your weight on the balls of your feet.
3. Swing both arms out to a T-motion while lifting both legs in a split high as they will go.
4. Squeeze legs together for a “feet together” landing with arms by your side.
5. Stand up with feet together and hands on hips or arms by your side.



Herkie

The example shown is for a right herkie:

1. Arms in a High V and feet together.
2. Swing arms around. Slightly bend your knees, placing weight on the balls of your feet.
3. Swing right arm out to a T-motion, placing the left arm on your hip while lifting the right leg out to the side as high as it will go. Keep the left leg into a hurdle position to the side and slightly behind your body.
4. Squeeze legs together for a “feet together” landing with arms by your side.
5. Stand up with feet together and hands on hips.



All cheers, chants and dance routines provided in this book are also demonstrated on MyUpward.org. You can also find previous season cheers, chants and dance routine videos on the Upward Sports YouTube page.

Cheers

It is time to get loud and to have some fun! This section will provide you with a base of cheers to use during the season. Squads are not required to use all cheers and chants provided in this book. Detailed Practice Plans can be found at MyUpward.org. If you create your own remember to keep all cheers positive and uplifting. Visit MyUpward.org for video demonstrations of all Cheers.

When teaching cheers, follow these guidelines:

1. Teach the words first.
2. Have cheerleaders repeat until everyone is familiar with the words.
3. Teach the entire cheer, chant or dance.
4. Review slowly, but still focus on sharp and precise motions.
5. Once everyone has the overall knowledge, practice it at a full speed. Look for correct motion placement and sharpness, while emphasizing squad synchronization from the very beginning.
6. Do not move on without perfecting technique first.

Claps are to be done in the CLASP position unless otherwise noted.

Teach cheerleaders to end each cheer, chant and dance routine by showing spirit! Encourage them to yell things such as, “Go, Upward!” “Let’s go, Red and Black!” and other similar phrases. Have them practice three to four short phrases after every cheer.

HEY UPWARD

<i>WORD</i>	<i>MOTION</i>
Hey	Squat and shuffle poms
Upward	Step back right, right punch
Give me a	Feet together and clap
U, P	Step right, right high V
- PAUSE -	Clap
U, P	Right high V
- PAUSE -	Feet together and clap
Hey	Squat and shuffle poms
Upward	Step back right, right punch
Give me a	Feet together and clap
W, A	Feet apart, High V
- PAUSE -	Clap
W, A	High V
- PAUSE -	Feet together and clap
Hey	Squat and shuffle poms
Upward	Step back right, right punch

(cont.)

<i>WORD</i>	<i>MOTION</i>
Give me a	Feet together and clap
R, D	Step left, left high V
- PAUSE -	Clap
R, D	Left high V
- PAUSE -	Feet together and clap
Upward	Clap
- PAUSE -	Clap
Together	Step forward and candlesticks
let's hear it	Step and daggers
U, P	Step right, right high V
- PAUSE -	Feet together and clap
W, A	Feet apart, High V
- PAUSE -	Feet together and clap
R, D	Step left, left high V

HI, HELLO

WORD	MOTION
Hi	Roll poms in a squat
Hello	High V with feet apart
- PAUSE -	Hold
Welcome To	Wrap poms behind head
Our Home	Hands on hips and sit to the right
H	High touchdown
E	Daggers
L-L	Right L
O	O with feet together
Hi	Roll poms in a squat
Hello	High V with feet apart
Proud	Daggers with feet together

(cont.)

→ Upward	Punch with right foot forward
Can't Be	Dagger
Beat	Low V
- PAUSE -	Hold
Can't Be	Dagger
Beat	Low V

UPWARD CAN'T BE BEAT

WORD	MOTION
Get Up	High Clap with feet together
- PAUSE -	Hold
Clap	Clap and step forward
Your Hands	Clap
Get Up	High Clap with feet together
- PAUSE -	Hold
Stomp	Daggers and stomp with right foot
Your Feet	Daggers and stomp with left foot
Yell It	Roll poms and step to the right
Loud	Daggers with feet together
Yell It	Roll poms and step to the left

(cont.)

Proud	Daggers with feet together
Upward	Punch with right foot forward
Can't Be	Dagger
Beat	Low V
- PAUSE -	Hold
Can't Be	Dagger
Beat	Low V

YELL IT PROUD

WORD	MOTION
Upward, - PAUSE -	Sit in a T, broken T, hit T again
Yell it proud	Feet together in high O
Yell	Low O
Blue*	Feet apart, right T
and	Clap
White	Left T
- PAUSE -	Clap
Blue*	Right T
and	Clap
White	Left T
- PAUSE -	Feet together and clap
Upward, - PAUSE -	Sit in a T, broken T, hit T again
Yell it proud	Feet together in high O
Again	Swing to a low O
Yell go	Step forward, sit in low V
Fight	Stand in a broken T

(cont.)

WORD	MOTION
Win	Sit in high V
- PAUSE -	Feet together and clap
Go	Step forward, sit in low V
Fight	Stand in a broken T
Win	Sit in high V
- PAUSE -	Feet together and clap
Blue*	Feet apart, right T
and	Clap
White	Left T
- PAUSE -	Feet together and clap
Go	Step forward, sit in low V
Fight	Stand in a broken T
Win	Sit in high V

*adjust for current season colors

DOWN THE FIELD

**NEW
CHEER**

WORD	MOTION
HEY CROWD	Right punch
PAUSE	Arms by side and dip
IT'S TIME	High V
TO GET	Jump
LOUD	Land
PAUSE	Clap and stand
TO THE RIGHT	Right T and step to the right
YELL	Broken right T and dip
MOVE	Right punch with right foot in front
THAT	Right dagger
BALL	Right punch
PAUSE	Clap
MOVE	Right punch with right foot in front
THAT	Right dagger
BALL	Right punch
PAUSE	Clap with feet together

(cont.)

TO THE LEFT	Left T and step to the left
YELL	Broken left T and dip
DOWN	Low touchdown with left foot in front
THE	Daggers
FIELD	Left punch
PAUSE	Clap
DOWN	Low touchdown
THE	Daggers
FIELD	Left punch
PAUSE	Clap with feet together
HEY CROWD	Hands on hips
PAUSE	Clap
ALTOGETHER	Swing arms in behind head
MOVE	Right punch and step forward
THAT	Right dagger
BALL	Right punch

DOWN THE FIELD (cont.)**NEW
CHEER**

<i>WORD</i>	<i>MOTION</i>
PAUSE	Clap
DOWN	Low touchdown
THE	Daggers
FIELD	Left punch
PAUSE	Clap
MOVE	Right punch and step forward
THAT	Right dagger
BALL	Right punch
PAUSE	Clap
DOWN	Low touchdown
THE	Daggers
FIELD	Left punch

EVERYONE ALL AROUND

WORD	MOTION
To The Right	Left K with feet apart
Yell	Clap
Go Go Go	Left low V - break - left low V
- PAUSE -	Clap
Go Go Go	Left low V - break - left low V
- PAUSE -	Clap with feet together
To The Left	Right K with feet apart
Yell	Clap
Fight Fight Fight	Right low V - break - right low V
- PAUSE -	Clap
Fight Fight Fight	Right low V - break - right low V

(cont.)

- PAUSE -	Clap with feet together
Every	Broken low V
One	Low V
All	Swing arms in and dip
Around	High clap above head with feet apart
Yell Win Win Win	Low V - break - low V
- PAUSE -	Clap
Win Win Win	Low V - break - low V

THE GIRLS FROM UPWARD

WORD	MOTION
The Girls	Clap and pop right knee
- PAUSE -	Clap and pop left knee
From Upward	Clap and pop right knee
- PAUSE -	Clap and pop left knee
We Want	Right High V
To Say	Break high V
Hello	Right High V
- PAUSE -	Hold
Meet	Hands behind head with feet together
Our Team	hands on hips
Ready	High touchdown on toes
Set	Daggers
Go	Hands on hips and step back
Hi	Shuffle poms in a squat
I'm Rachel	Punch and stand
Hi	Shuffle poms in a squat
I'm Katilyn	Punch and stand

(cont.)

Hi	Shuffle poms in a squat
I'm Sarah	Punch and stand
H	High touchdown with feet apart
E	Daggers
L-L	Right L
O	O with feet together
The Girls	Clap and pop right knee
- PAUSE -	Clap and pop left knee
From Upward	Clap and pop right knee
- PAUSE -	Clap and pop left knee
We Want	Right High V
To Say	Break high V
Hello	Right High V and shake pom

WITH ALL YOUR MIGHT



WORD	MOTION
DEFENSE	Right arm across body
- PAUSE -	Right high V
DEFENSE	Left arm across body
- PAUSE -	High V with feet together
BE STRONG WITH YOUR	Jump
MIGHT	Stand
- PAUSE -	Clap
COME ON	Shuffle poms
CROWD	Clap
HELP 'EM	Clap above head
OUT	Clap above head
LET'S GO	Right low V pump
HOLD TIGHT	Left high V
- PAUSE -	Clap

(cont.)

LET'S GO	Right low V pump
HOLD TIGHT	Left high V
- PAUSE -	Clap
DEFENSE	Shuffle poms
- PAUSE -	Clap
DEFENSE	Clap above head
- PAUSE -	Clap above head
HOLD	Bow & arrow
EM	Swiath bow & arrow
WITH ALL YOUR	Low clasp
MIGHT	High V with feet apart

GET UP AND YELL

WORD	MOTION
	Clap
Get	Step back
Up	Kick right leg and high V
And	Squat and daggers
Yell	Feet apart and right punch
- PAUSE -	Clap
Orange*	Right high V
- PAUSE -	Clap
Orange*	Right high V
- PAUSE -	Feet together and clap
Get	Step back
Up	Kick right leg and high V
And	Squat and daggers
Yell	Feet apart and right punch
- PAUSE -	Clap
Blue	Left low V
- PAUSE -	Clap
Blue	Left low V
- PAUSE -	Feet together and clap
Get	Step back

(cont.)

WORD	MOTION
➤ Up	Kick right leg and high V
And	Squat and daggers
Yell	Feet apart and right punch
- PAUSE -	Clap
White	High V
- PAUSE -	Clap
White	High V
- PAUSE -	Feet together and clap
Hey	Clap high
Hey	Clap low
Get Up	Clap
Yell	Clap
Orange*	Step forward and right high V
Blue	Left low V
White	High V
- PAUSE -	Clap
Orange*	Step forward and right high V
Blue	Left low V
White	High V

**adjust for current season colors*

GO UPWARD

WORD	MOTION
Hey	Dip and daggers
Fans	Feet apart and T motion
- PAUSE -	Clap
To the right	Sit and right high V
To the right	Sit and right high V in ripple
Yell	Dip and right dagger
Go	Feet apart and right punch
- PAUSE -	Clap
Go	Right high V
- PAUSE -	Clap
Hey	Dip and daggers
Fans	Feet apart and T motion
- PAUSE -	Clap
To the left	Sit and left high V
To the left	Sit and left high V in ripple
Yell	Dip and left dagger

(cont.)
→

WORD	MOTION
Upward	Feet apart and left punch
- PAUSE -	Clap
Upward	Left high V
- PAUSE -	Clap
Hey	Dip and daggers
Fans	Feet apart and T motion
- PAUSE -	Clap
Yell it loud	Clap high or low O
Yell it loud	Clap low or high O
Go	Step forward and right high V
- PAUSE -	Clap
Upward	Left high V
- PAUSE -	Clap
Go	Right high V
- PAUSE -	Clap
Upward	Left high V

LET'S ROCK N' ROLL

WORD	MOTION
This side	Step right and right T
- PAUSE -	Step and clap
Let's rock	Step back and low V
Yell	Step together and clap
Upward	Step forward and right punch
- PAUSE -	Right dagger
Don't stop	Right high V
- PAUSE -	Clap
Upward	Right punch
- PAUSE -	Right dagger
Don't stop	Right high V
- PAUSE -	Feet together and clap
This side	Step to the left and left T
- PAUSE -	Step and clap
Let's roll	Step back and circle poms
Yell	Step together and clap
Win	Step forward and left high V

(cont.)



WORD	MOTION
- PAUSE -	Break left high V
Win	High V
- PAUSE -	Clap
Win	Left high V
- PAUSE -	Break left high V
Win	High V
- PAUSE -	Feet together and clap
Everybody	Feet apart and high V
- PAUSE -	Hands to side
Let's rock	Squat and low V
And roll	Feet together and circle poms
Yell	Step right and right punch
Upward	Right dagger
- PAUSE -	Right dagger
Don't stop	Right high V
- PAUSE -	Clap
Win	Left high V
- PAUSE -	Break left high V
Win	High V

TOUCHDOWN, SCORE SIX

WORD	MOTION
Heeey	Shuffle poms in a squat
Upward	Punch and stand
Cheer	Low V and step to the right
On	Clasp
Your Team	Low V and step to the left
Yell	Clasp
Move	Left buckets in a left lunge
That	Bow & arrow
Ball	T
- PAUSE -	Hold
Move	Left buckets
That	Bow & arrow
Ball	T
- PAUSE -	Clasp with feet together
Touchdown	High touchdown in a right lunge
- PAUSE -	Hold
Score	Daggers

(cont.)



- PAUSE -	Hold
Touchdown	High touchdown
- PAUSE -	Hold
Score	Daggers
Six	Punch
- PAUSE -	Clasp with feet together
Come On	High V
Team	Swing
- PAUSE -	Toe touch jump
Let's	Land
Get To It	Hands by side and stand
Move	Left buckets in a left lunge
That	Bow & arrow
Ball	T
- PAUSE -	Clasp with feet together
Touchdown	High touchdown in a right lunge
- PAUSE -	Hold
Score	Daggers
Six	Punch

CHANTS

Chants are shorter than cheers and are recited 3 times. However, the crowd is usually a good indicator of when to end a chant. In the next few pages, you will find fun chants that are designed for all age divisions. Visit *MyUpward.org* for video demonstrations of all Chants.

When learning and teaching chants:

- » Learn the words first
- » Repeat the chant until everyone is familiar with the words and rhythm
- » Learn the motions
- » Practice it at a full speed and with sharpness

Always look for correct motion placement and sharpness, while emphasizing team synchronization. Do not move on to a new chant without perfecting technique.

BLUE AND WHITE LET'S GO

WORD	MOTION
Blue and	Right punch
White let's	Left punch
- PAUSE -	Clasp
- PAUSE -	Clasp
Go	High V
REPEAT 2 MORE TIMES	

*Use this season's colors

GET TOUGH DEFENSE

WORD	MOTION
D	Clap with feet apart
D	Extend clap in front of chest
Defense	Clap
- PAUSE -	Nod
Get Tough	Punch and stand
- PAUSE -	Break punch into a dagger
Get Tough	High V
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

GO FIGHT WIN

WORD	MOTION
Take It	Daggers with feet apart
To The Goal	High Touchdown
Go	Right T across chest and shake pom
Fight	Forward candlestick and shake pom
Win	Right T and shake pom
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

GO UPWARD TEAM

WORD	MOTION
Stand	Dip and daggers
Up	Stand and Touchdown
- PAUSE -	Dip and Clap
And scream	Step and sit into High V
- PAUSE -	Step back and clap
Go	Broken T and step forward
Upward	Cross wrists in front
Team	High V
- PAUSE -	Step back and clap
REPEAT 2 MORE TIMES	

GO UPWARD GO

WORD	MOTION
	Feet together and clap
Upward	Feet apart, right punch
- PAUSE -	Squat and clap
Take	Feet together, right punch
Control	Break to right dagger and right punch
Go	Ripple side lunge with K (1)
Upward	Ripple side lunge with K (2)
Go	Ripple side lunge with K (3)
- PAUSE -	Feet together and clap

REPEAT 2 MORE TIMES

HOLD 'EM UPWARD

WORD	MOTION
Hold 'Em	T in a back lunge
- PAUSE -	Broken T and turn
Hold 'Em	T and turn into a back lunge
Upward	Nod
- PAUSE - - PAUSE -	Left high clap twice
- PAUSE - - PAUSE -	Right high clap twice
Go	Right punch

REPEAT 2 MORE TIMES

OFFENSE

WORD	MOTION
O	O motion
O	O motion down
O	O motion
Offense	High V

REPEAT 3 MORE TIMES

STARS GOTTA HYPE IT UP, HYPE IT UP

WORD	MOTION
Hype it up	High V, break, high V
Hype it up	Step forward, low V, break, low V
Stars (or Upward)	Stand up and clap above head
Gotta	Squat and clap low
Hype	Stand and daggers
It up	Right punch

REPEAT 2 MORE TIMES

UPWARD TEAM HAS SPIRIT

WORD	MOTION
Shout It Out	Right low V in a squat
Let's Hear It	Left low V in a squat
Upward Team	Low V / High V and shake poms
Has Spirit	High V / Low V and shake poms
- PAUSE -	Hold

REPEAT 2 MORE TIMES

UPWARD SCORE SIX

WORD	MOTION
Touchdown	Right daggers and sway to the right
- PAUSE -	Left daggers and sway to the left
Touchdown	Right high touchdown and sway to the right
- PAUSE -	Left high touchdown and sway to the left
Upward	Clap and squat
- PAUSE -	Hold
Score Six	High V with feet apart
- PAUSE -	Hold

REPEAT 2 MORE TIMES

DEFENSE GET TOUGH

NEW
CHANT

WORD	MOTION
COME ON	Wave to the right
CROWD	Wave to the left
GET FIRED	Pump and step back
UP	Pump
DEFENSE	Swing arms down and step feet together
- PAUSE -	Hands behind head
GET TOUGH	Muscle pose
- PAUSE -	Clap

REPEAT 2 MORE TIMES

FIRST AND TEN

WORD	MOTION
First	Daggers in a squat
And Ten	High touchdown and stand
Upward	Low V with feet apart
Fans	Clasp
Yell Go	High V
Fight	Swing arms in
Win	Low v with feet together
- PAUSE -	Hold

REPEAT 2 MORE TIMES

GO UPWARD GO

WORD	MOTION
Let's Shake It	Hands behind head sitting in a right squat
- PAUSE -	Hands behind head sitting in a left squat
Let's Shout It	Shuffle poms above head with feet together
- PAUSE -	Keep shuffling poms
Go	Punch with right toe tap
Upward	Low punch
Go	Punch and stand
- PAUSE -	Hold

REPEAT 2 MORE TIMES

MOVE THAT BALL FOR A T.D.

**NEW
CHANT**

WORD	MOTION
M	Daggers and step to the right
O	Right punch
- PAUSE -	Clap twice with feet together
V	Daggers and step to the left
E	Left punch
- PAUSE -	Clap twice with feet together
MOVE	Right broken T and step to the right
THAT BALL	Pump again and step to feet together
FOR A T	T and step to the left
D	Left punch and step to feet together
PAUSE	Hold

REPEAT 2 MORE TIMES

**MOVE THAT BALL
OFFENSE**

WORD	MOTION
M	Hands by side / Hands behind head with feet apart
O	Hands behind head / Hands by side with feet apart
V	High V / Low V with feet together
E	Hands by side
Move That	Roll poms and step to the inside
Ball	Forward buckets with feet together
Offense	Roll poms and step to the outside
- PAUSE -	Forward buckets with feet together

REPEAT 2 MORE TIMES

OFFENSE SHAKE 'EM OFF

NEW
CHANT

WORD	MOTION
SHAKE	Shuffle poms to the right
SHAKE	Shuffle poms to the left
SHAKE 'EM	Shuffle poms to the right
OFF	Hands on hips with feet apart
OFFENSE	0
SHAKE	Shake poms down with feet together
OFF	Hands on hips in a back lunge
- PAUSE -	Clap with feet together

REPEAT 2 MORE TIMES

PUSH 'EM BACK

WORD	MOTION
Defense	Forward candlesticks and step back in a squat
- PAUSE -	Hands behind head in a squat with feet together
Attack	Low V with feet apart
- PAUSE -	Clap
Push 'Em Back	Right low V with a right squat
- PAUSE -	Hold
Push 'Em Back	Left high V with feet together
- PAUSE -	Hold

REPEAT 2 MORE TIMES

STOP THAT BALL

NEW
CHANT

WORD	MOTION
UPWARD	L and step to the right
- PAUSE -	Right broken T and left hand behind head with feet together
DEFENSE	Right T and step to the right
- PAUSE -	Clap with feet together
STOP THAT	Spin to the left
BALL	Punch with feet together
- PAUSE -	Clap

REPEAT 2 MORE TIMES

TOUCHDOWN, TOUCHDOWN

NEW
CHANT

WORD	MOTION
WE	Low V and hop with left foot in front
WANT	Clap and switch feet
A TOUCHDOWN	Low V and switch feet
- PAUSE -	Clap with feet together
TOUCHDOWN	High touchdown with feet apart
- PAUSE -	Daggers and dip
TOUCHDOWN	High touchdown with feet together
- PAUSE -	Clap

REPEAT 2 MORE TIMES

WE ARE

<i>WORD</i>	<i>MOTION</i>
We	Right foot forward, left foot back, arms back
Are	Switch feet, arms front
- PAUSE -	Switch feet, overhead clap
- PAUSE -	Switch feet, overhead clap
Upward	Feet apart, high V

REPEAT 2 MORE TIMES

WHAT'S THAT

<i>WORD</i>	<i>MOTION</i>
What do	Right foot forward, left foot back, arms back
We want	Switch feet, arms front
TD	Switch feet, two overhead claps
What's	Switch feet, arms back
That	Switch feet, arms front
Touch	Switch feet, daggers
Down	Switch feet, touchdown

REPEAT 2 MORE TIMES

YELL HOLD THAT LINE



<i>WORD</i>	<i>MOTION</i>
DE- FENSE	Diagonal then break while stepping back
- PAUSE -	Diagonal
HOLD	Swing arms around
TIGHT	Hug self and dip with feet together
YELL	Hands on hips and stand
HOLD	Hug self and step back while popping hip
THAT	Pop hip
LINE	T and step forward with feet together
- PAUSE -	Clap

REPEAT 2 MORE TIMES

BREAK THROUGH DEFENSE

NEW
CHANT

WORD	MOTION
B	Right punch with feet apart
R	Right arm across body and dip
E-A	High Clasp and stand
K	K and dip
BREAK	Broken T with feet together
THROUGH	Buckets and step forward pump
- PAUSE -	Broken T pump
DE-	Buckets and pump
FENSE	Broken T with feet together
- PAUSE -	HOLD

REPEAT 2 MORE TIMES

DEFENSE COME THROUGH

NEW
CHANT

WORD	MOTION
UPWARD	High clap and hop
- PAUSE -	High clap and hop again
YOU KNOW	Right bucket and dip
WHAT	Broken T and stand
TO DO	Clean arms by side
- PAUSE -	Clap
DEFENSE	Shuffle poms
- PAUSE -	Clap
COME THROUGH	High V with feet apart
- PAUSE -	Clap with feet together

REPEAT 2 MORE TIMES

DEFENSE SHUT THEM DOWN

NEW
CHANT

WORD	MOTION
SHUT	High touchdown with feet apart
SHUT	Swing around to low touchdown and dip
SHUT 'EM	Swing to high touchdown with feet together
DOWN	Break both arms by side and stomp
DEFENSE	Right dagger with left hand behind head
SHUT 'EM	Right punch
DOWN	Break right arm by side and stomp
- PAUSE -	Clap and stand
REPEAT 2 MORE TIMES	

FIGHT FOR THE VICTORY

WORD	MOTION
F	Low V and step back
I	Right arm across stomach and left arm behind back
G	High V
H	Break high V and squat
T	High V with feet together
Fight	Swing arms in
<i>For</i>	Hands behind head
<i>The Vic-</i>	Punch and step forward
<i>to -</i>	break punch to a dagger
<i>ry</i>	Punch
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

FIRST AND TEN



WORD	MOTION
HEY	Right broken T and step to the right
HEY	Pump right broken T
GO DE-	Bucket swing around with feet together
FENSE	Broken T and dip
<i>FIRST</i>	High V with foot in front
PAUSE	Roll arms while foot slides around
AND TEN	Low V with foot behind
PAUSE	Clap with feet together
REPEAT 2 MORE TIMES	

GO BLUE, LET'S GO WHITE

WORD	MOTION
	2 claps
Let's	Step right with right arm low across
Go	Feet together and broken right T
Blue	Right high V
- PAUSE -	Clap
Let's	Step left with left arm low across
Go	Feet together and broken left T
White	Left high V
- PAUSE -	Clap
Go	Step forward and low V
Blue	Sit and high V
- PAUSE -	Feet together and hands to side
Go	Clap
White	Right punch
- PAUSE -	2 claps
REPEAT 2 MORE TIMES	

HOLD THAT LINE

WORD	MOTION
H	Right T across body
O	Right broken T and bring right leg up
L	Left Buckets and right leg steps back
D	High touchdown and turn
Hold	Low touchdown
That	Broken T
Line	T
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

REACHING FOR #1

WORD	MOTION
Upward	K and side lunge
- PAUSE -	Fee together and clap
Has	Step forward right and low V
Just	Break low V
Begun	Low V
Reaching	Hop and clap above head
- PAUSE -	Hop and clap above head
For number	Step back and right dagger
#1	Stand and right punch, hold
REPEAT 2 MORE TIMES	

TAKE IT TO THE GOAL LINE

NEW
CHANT

WORD	MOTION
OFFENSE	O with feet apart
- PAUSE -	Swing and dip
DON'T WASTE	O with feet together
YOUR TIME	Low V
TAKE IT	Clap and hop with right foot in front
TO THE	Clap and switch feet
GOAL	Break into a T with feet together
LINE	Break into a T
- PAUSE -	HOLD
REPEAT 2 MORE TIMES	

TOUCHDOWN, GO UPWARD

WORD	MOTION
T	T and step forward (ripple 1)
D	Daggers and spin bringing feet together (ripple 1)
T	T and step forward (ripple 2)
D	Daggers and spin bringing feet together (ripple 2)
Touchdown	High touchdown on toes
- PAUSE -	Daggers and squat
Go Upward	High V with feet apart
- PAUSE -	Hands by side with feet together
REPEAT 2 MORE TIMES	

UPWARD, LET'S WIN

WORD	MOTION
First And	Low V with feet apart
Ten	Clap
Do It	Swing O down and around
Again	High O with feet together
Upward	Low V
- PAUSE -	Clap
Let's Win	Punch
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

UPWARD SIX MORE



WORD	MOTION
UPWARD	T and step forward
- PAUSE -	Daggers and turn
LET'S RUN	Touchdown and step forward
LET'S SCORE	Daggers and turn
UPWARD	T with feet apart
- PAUSE -	Right broken T and left hand behind head with a dip
SIX MORE	Right T and left hand on hip with feet together
- PAUSE -	Clap
REPEAT 2 MORE TIMES	

DANCE ROUTINES

(POM, TIMEOUT, AND HALFTIME)

After your cheerleaders have learned enough cheers and chants to provide a significant base to use during each game, consider teaching them a dance routine that can be performed at halftime or during the season celebration. Visit MyUpward.org for video demonstrations of all Dance Routines. Here are some points to consider as you prepare to teach dance routines:

- » If a routine involves poms be sure to teach placement.
- » Evaluate your squad's performance. If there is a step too difficult for your group, simplify it before continuing. The goal is to master clean and simple routines.
- » Consider teaching two eight counts per practice. Review each one until everyone has learned the routine and it looks synchronized. Continue to teach the rest of the routine at your next practice.
- » Once the cheerleaders have learned the entire dance routine, make necessary corrections to improve motions and motion placement. The best way to do this is to count aloud, "Five, six, seven, eight, one" and have your squad freeze on count "one." Make the necessary corrections and repeat the drill for "one" again. Do not go on to count "two" until everyone has correctly performed count "one." Repeat for count "two." When everyone has learned count "two," add that to count "one." Repeat the process for the entire routine until it is perfected.
- » Allow half of your squad to watch while the other half performs the dance routine. This is a great way to encourage your cheerleaders. The encouragement from their own teammates will inspire and excite them for their big performance.

TYPES OF DANCE ROUTINES

There are three types of dance routines outlined on the following pages and include Pom Dance, Halftime Dance, and Time Out Dance.

Pom Dance: Pom dances are 8 eight counts that can be performed for full one minute timeouts or halftime performances. Pom dances are 3 eight counts of cheer motions followed by 1 more eight count of transition that are repeated twice for a total of 8 eight counts. Pom dances include formation changes, level changes, and ripples in a cheer motion style with poms.

Halftime Dance: Halftime dances are 8 eight counts that can be performed for full one minute time outs or halftime performances. Halftime dances are 4 eight counts of unique dance motions that are repeated twice for a total of 8 eight counts. Halftime dances include level changes, foot work, and floor work in a dance style.

Time Out Dance: Time out dances are the simplest of all dances that can be performed in short 30 second time outs. The intro to all time out dances begin with 1 eight count clapped out followed by just 1 eight count of dance that is repeated three times for a total of only 4 eight counts. Time out dances include level changes and ripples in a dance style.

Feel free to modify cheers, chants, and dances to fit the skill level or your group.

BETTER WITH YOU

EIGHT COUNT 1	MOTION
1	Pony with right punch
2	
3	Pony with left punch
4	
5	Feet apart and circle around in buckets
6	
7	
8	Poms on left hip

EIGHT COUNT 2	MOTION
1	Pop right foot and point with right arm
2	
3	Rock hips
4	
5	Right arm in a T with left foot back
6	
7	Continue with ripple
8	

(cont.)

EIGHT COUNT 3	MOTION
➤ 1	Step and circle poms
2	
3	Squat to left knee
4	
5	Pump poms to the right
6	Pump poms to the right
7	Pump poms to the right
8	Clean

EIGHT COUNT 4	MOTION
1	Switch line in right bow-n-arrow
2	
3	Left bow-n-arrow
4	
5	Swing poms around
6	
7	Stand with poms behind head
8	

**REPEAT EIGHT COUNTS 1-4
ONE MORE TIME**

END	Pop right foot and point with right arm
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MOVE WITH US

EIGHT COUNT 1	MOTION
1	Right low V
2	
3	Swing right pom in
4	
5	Right low V with left pom on elbow
6	
7	Left low V with right pom on elbow
8	Poms on left hip

EIGHT COUNT 2	MOTION
1	Poms up by hips and step forward
2	
3	Shuffle poms and step back
4	
5	Low V with right knee popped
6	
7	(Ripple 2)
8	

(cont.)

EIGHT COUNT 3	MOTION
1	(Ripple 3)
2	
3	Swing poms in
4	
5	Poms behind head
6	
7	Shake hips
8	Shake hips

EIGHT COUNT 4	MOTION
1	Clean with poms by side
2	
3	Transition in T and shake poms
4	
5	Transition in broken T and shake poms
6	
7	Stop and hit daggers
8	

AFTER TRANSITION, REPEAT EIGHT COUNTS 1-3

END	Right pom in front of chest
------------	-----------------------------

EIGHT COUNT 1	MOTION
1	T and step left foot across
2	
3	Poms up by hips and step forward
4	
5	Candlesticks and step back
6	
7	Daggers and turn
8	Poms on left hip

EIGHT COUNT 2	MOTION
1	Right T and left dagger
2	
3	Left T and right dagger
4	
5	High touchdown and turn
6	
7	Squat with feet together (Ripple 2 begins)
8	

(cont.)

EIGHT COUNT 3	MOTION
→ 1	(Ripple 2 ends) (Ripple 3 begins)
2	
3	(Ripple 3 ends)
4	
5	Right pom bent and left pom on hip
6	
7	Left pom bent and right pom on hip
8	Clean

EIGHT COUNT 4	MOTION
1	Poms on hips with feet together
2	
3	Transition shuffling poms
4	
5	Continue transition shuffling poms
6	
7	Poms on hips with feet apart
8	

**AFTER TRANSITION, REPEAT EIGHT
COUNTS 1-3**

END Poms behind head and left knee popped

<i>EIGHT COUNT 1</i>	<i>MOTION</i>
1	Dip in daggers
2	
3	Stand in a touchdown
4	
5	Step to the right and circle poms
6	
7	Step together in a broken T
8	Poms on left hip

<i>EIGHT COUNT 2</i>	<i>MOTION</i>
1	Step in a diagonal
2	
3	Sit in a low left clasp
4	
5	Stand and break
6	Sit in a low left clasp
7	Step back and break clasp
8	

(cont.)

<i>EIGHT COUNT 3</i>	<i>MOTION</i>
1	Step out and shake right pom across body
2	
3	
4	Broken T over left hip
5	Sit in a right high V (ripple 1)
6	Sit in a right high V (ripple 2)
7	Sit in a right high V (ripple 3)
8	

<i>EIGHT COUNT 4</i>	<i>MOTION</i>
1	Feet together and circle poms behind head
2	
3	Clap
4	
5	Shuffle poms and switch lines
6	
7	
8	
REPEAT EIGHT COUNTS 1-4 ONE MORE TIME	
END	Step back with hands on hips looking up

EIGHT COUNT 1	MOTION
1	Dip in a right dagger
2	Stand in a left dagger
3	Feet apart and cross wrist
4	
5	T
6	
7	Cross arms and rock to the right
8	Cross arms and rock to the left

EIGHT COUNT 2	MOTION
1	Squat to the right and shuffle poms
2	
3	Turn and pump right clasp
4	Pump left clap
5	Pump high right clasp
6	Pump high left clasp
7	Turn in left candlesticks
8	

(cont.)

EIGHT COUNT 3	MOTION
1	Step and swing poms
2	Feet together with poms behind head
3	Feet apart in left candlesticks
4	
5	Windmill to floor (ripple 1)
6	
7	Windmill to floor (ripple 2)
8	Clean

EIGHT COUNT 4	MOTION
1	Windmill to floor (ripple 3)
2	
3	Stand with poms on hips
4	
5	Cross arms and switch lines
6	
7	Alternate high and low Vs
8	Clean
REPEAT EIGHT COUNTS 1-4 ONE MORE TIME	
END	Pop left knee with poms behind head

MUST BE THE KICKS

INTERMEDIATE LEVEL DANCE ROUTINE

EIGHT COUNT 1	MOTION
1	Feet apart in a broken T
2	
3	Dip to a right low V
4	Dip to a left low V
5	Feet together in a broken T
6	T
7	Squat
8	

EIGHT COUNT 2	MOTION
1	Cross feet and wrist
2	
3	Step out with poms behind head
4	
5	Right arm across body (ripple 1)
6	Right arm across body (ripple 2)
7	Right arm across body (ripple 3)
8	

(cont.)

EIGHT COUNT 3	MOTION
1	Step back in daggers
2	Kick right foot in front candlesticks
3	Squat in daggers
4	Clean
5	Clap and switch lines
6	Clap again
7	Kick left foot back
8	Clean

EIGHT COUNT 4	MOTION
1	Daggers
2	Switch lines in a touchdown
3	Shake poms down
4	Clean
5	Swing poms around
6	Step in alternating high and low Vs
7	Alternating high and low Vs
8	Feet together and clap
REPEAT EIGHT COUNTS 1-4 ONE MORE TIME	
END	High V in levels

PARTY TIME
(special halftime dance)

EIGHT COUNT 1	MOTION
1	Hug and step back with right leg
2	
3	Shake hips
4	Shake hips
5	Step forward and pump arms
6	Step forward and pump arms
7	Turn and cross hands
8	Hands behind head with feet together

EIGHT COUNT 2	MOTION
1	Bow & arrow
2	
And	Switch bow & arrow
3	Switch bow & arrow again
4	
5	Palms in front of shoulders
6	
7	Pump
8	Pump again

(cont.) →

EIGHT COUNT 3	MOTION
1	Squat with feet together (to the right)
2	
3	Hands on hips with feet apart
4	
5	Turn and squat with left hand on right knee and right hand behind head
6	
7	Clap
8	Clap

EIGHT COUNT 4	MOTION
1	Daggers and step back so feet are together
2	Clean and slightly dip
3	Right high V with palm open
4	Left high V with palm open
5	Swing right arm in with left hand on hip
6	Swing right arm out with left hand on hip
7	Wrap right arm around head and squat
8	Clean

AFTER TRANSITION, REPEAT EIGHT COUNTS 1-4

END	Hug and step back with right leg
------------	----------------------------------

EIGHT COUNT 1	MOTION
1	Hug and squat
2	
3	T
4	Roll right arm in
5	
6	Swing arms in
7	Hands behind head
8	

EIGHT COUNT 2	MOTION
1	Snap with feet apart
2	
3	Lean to the right
4	Lean to the left
5	Squat over right knee
6	Hands on hips
7	Head twirl
8	

(cont.)

EIGHT COUNT 3	MOTION
1	Low touchdown and squat
2	Broken T and stand (feet apart)
3	Right knee in and out
4	Head nod
5	Step to the left and swim
6	Clean
7	Step to the right and swim
8	Clean

EIGHT COUNT 4	MOTION
1	Slap and step
2	Clasp and step
3	Wrap arms head and turn
4	Clean
5	Walk with hands behind back
6	
7	Turn and right high V pump
8	Right high V pump
AFTER TRANSITION, REPEAT EIGHT COUNTS 1-4	
END	Cross arms and pose

HEY DJ

EIGHT COUNT 1	MOTION
1	Step and cross right pom
2	Step together and cross left pom
3	Cross feet in a muscle pose
4	Feet apart in a muscle pose
5	Left dagger
6	Right dagger
7	Right pom over face
8	Right muscle pose

EIGHT COUNT 2	MOTION
1	Clean with poms by side
2	
3	High touchdown and pop right knee
4	Break into low touchdown and pop left knee
5	Hands behind head and step back
6	Kick with a low V
7	Clean with poms by side
8	Clap

(cont.)

EIGHT COUNT 3	MOTION
1	Pop feet apart and swing poms to the right
2	Broken T
3	Swing poms to the left
4	Broken T
5	T
6	Squat with right pom on knee and left pom behind back (Ripple 2 begins)
7	(Ripple 2 ends) (Ripple 3 begins)
8	(Ripple 3 ends)

EIGHT COUNT 4	MOTION
1	Shuffle poms in circle formation
2	
3	Connect with right pom with left pom on hip
4	
5	Left pom in a high touchdown
6	
7	Shuffle poms and return back into formation
8	Clap

AFTER TRANSITION, REPEAT EIGHT COUNTS 1-3

END	Cross arms
------------	------------

KIND OF LOVE

ADVANCED LEVEL DANCE ROUTINE

EIGHT COUNT 1	MOTION
1	Step to the right with right arm across body
2	Left foot behind in a right L (ripple 2 starts)
3	Step and swing right arm (ripple 3 starts)
4	O with right foot behind
5	(finish ripple 2)
6	(finish ripple 3)
7	Sit to right in a O
8	

EIGHT COUNT 2	MOTION
1	Sit in low V
2	Break and sit in low V
3	Stand with poms behind head
4	Poms on hips
5	Step with left arm across body
6	Turn and punch right arm up
7	Squat
8	Stand

(cont.)

EIGHT COUNT 3	MOTION
1	Pump to the right
2	Pump to the left
3	Step with right arm forward
4	Turn in a liberty with a left T
5	Poms in a left touchdown (ripple 1)
6	Poms in a right touchdown
7	Squat over right knee (ripple 2 starts)
8	

EIGHT COUNT 4	MOTION
1	(ripple 3 starts)
2	
3	Finish ripple squatting right knee
4	
5	Switch lines and shuffle poms
6	
7	Poms on hips
8	

**REPEAT EIGHT COUNTS 1-4
ONE MORE TIME**

END Step back while shaking right pom down

TO THE BEAT

EIGHT COUNT 1	MOTION
1	Step forward in a right diagonal
2	Break
3	Switch break
4	Left diagonal
5	Shake poms
6	Squat feet together
7	(Ripple 2)
8	(Ripple 3)

EIGHT COUNT 2	MOTION
1	Break and cross poms
2	Chin up
3	Lean to the right
4	Lean to the left
5	Low V to the right
6	Low V to the left
7	Feet together and wrap right pom behind head
8	Switch and wrap left pom behind head

(cont.)

EIGHT COUNT 3	MOTION
1	Feet apart with right high V and left in a dagger
2	Left high V and right in a dagger
3	Right low V and left in a dagger
4	Turn with left arm in a broken T and right pom by side
5	High touchdown swing around while stepping feet together
6	To a squat (Ripple 2 begins)
7	(Ripple 2 ends) (Ripple 3 begins)
8	(Ripple 3 ends)

EIGHT COUNT 4	MOTION
1	Pony and cross poms
2	
3	Pony and hit low V
4	
5	Pony and hit a high touchdown
6	
7	Break and clean into new formation
8	Clap

AFTER TRANSITION, REPEAT EIGHT COUNTS 1-3

END	Feet apart with poms up by hips
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EIGHT COUNT 1	MOTION
1	Feet apart in a K
2	Step behind in a right hand V
3	Circle pom around head
4	
5	Switch lines in a right candlestick
6	Left candlestick
7	Right candlestick
8	

EIGHT COUNT 2	MOTION
1	Step back in daggers
2	Turn
3	Cross feet in a broken T
4	Turn
5	T
6	Shake poms to the left
7	
8	Squat over left knee

(cont.)

EIGHT COUNT 3	MOTION
1	Stand in left buckets
2	Break right arm
3	Left buckets
4	Circle right arm (ripple 1)
5	Circle right arm (ripple 2)
6	Circle right arm (ripple 3)
7	Squat in a clap
8	

EIGHT COUNT 4	MOTION
1	Step back with right foot and poms on hips
2	Kick right leg in a high V
3	Clean
4	
5	Switch lines and hit a low V
6	Clap
7	Low V
8	Clap

**REPEAT EIGHT COUNTS 1-4
ONE MORE TIME**

END	Step back in a right punch
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4 PRACTICE DEVOTIONS BIBLICAL THEMES

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DEVOTIONS

As an Upward Coach, you are not only teaching skills for the sport but also values for life. The devotion time allows you to teach the character of Christ through biblical themes. This season will focus on themes which are taught in your practices and are highlighted by Bible verses. The chart below is designed to assist you as you organize and prepare for your devotions. It shows the biblical themes and verses for each group of practices.

Practice	Theme	Verse
1	Leaders Seek Help from God	<i>"O Lord, please hear my prayer! Listen to the prayers of those of us who delight in honoring you." (Nehemiah 1:11a)</i>
2	Leaders Seek Help from Others	<i>"If it please the king, and if you are pleased with me, your servant, send me to Judah to rebuild the city where my ancestors are buried." (Nehemiah 2:5)</i>
3	Leaders Take Action	<i>"Then I told them about how the gracious hand of God had been on me, and about my conversation with the king. They replied at once, "Yes, let's rebuild the wall!" So they began the good work." (Nehemiah 2:18)</i>
4	Leaders Delegate	<i>"Let us think of ways to motivate one another to acts of love and good works." (Hebrews 10:24)</i>
5	Leaders Handle Adversity	<i>"We are pressed on every side by troubles, but we are not crushed. We are perplexed, but not driven to despair. We are hunted down, but never abandoned by God. We get knocked down, but we are not destroyed." (2 Corinthians 4:8-9)</i>
6	Leaders Fight Injustice	<i>"Remember, O my God, all that I have done for these people, and bless me for it." (Nehemiah 5:19)</i>
7	Leaders Avoid Distractions	<i>"So I replied by sending this message to them: "I am engaged in a great work, so I can't come. Why should I stop working to come and meet with you?" (Nehemiah 6:3)</i>
8	Leaders Love People	<i>"For this is how God loved the world: He gave his one and only Son, so that everyone who believes in him will not perish but have eternal life." (John 3:16)</i>
9	Leaders Recognize Their Wrongs	<i>"You alone are the Lord. You made the skies and the heavens and all the stars. You made the earth and the seas and everything in them. You preserve them all, and the angels of heaven worship you." (Nehemiah 9:6)</i>
10	Leaders Give God the Glory	<i>"Not to us, O Lord, not to us, but to your name goes all the glory for your unfailing love and faithfulness." (Psalm 115:1)</i>
11 (last practice)	Leaders Keep Working	<i>"Never let loyalty and kindness leave you! Tie them around your neck as a reminder. Write them deep within your heart." (Proverbs 3:3)</i>

PRACTICE 1

LEADERS SEEK HELP FROM GOD

Memory Verse: “O Lord, please hear my prayer! Listen to the prayers of those of us who delight in honoring you.” (Nehemiah 1:11a)

When you think of a leader, who comes to mind? Is it a teacher? Is it the president? Maybe it’s a coach or a parent. All of these are examples of leaders.

This season during our devotion time, we’ll look at one of the great leaders from the Bible. His name is Nehemiah.

Let’s start by looking at some details about Nehemiah himself.

Nehemiah worked as a cupbearer for the king. Believe it or not, the cupbearer was an important position, and it shows that the Persian king Artaxerxes thought highly of Nehemiah for him to hold such a role. The cupbearer was tasked with serving drinks for the king and others in the royal court. Occasionally the cupbearer would be asked to swallow the drink first before it was given to the king to ensure it wasn’t poisoned.

The book of Nehemiah begins in the city of Susa in the year 444 B.C., over 400 years before Jesus was born. Nehemiah was born to Jewish parents in the region of Persia. They had been exiled from Jerusalem to Persia by the Babylonians several decades before. So Nehemiah was serving a king in a country far from his homeland which was about 900 miles away. That’s like a 15 hour car ride!

In the first chapter of the book of Nehemiah, we’re told that one of his brothers comes to visit him. When Nehemiah asks how the Jews are doing in Jerusalem, he receives a grim report. The wall of the city had been torn down and the gates burned.

This might not sound like a big deal on the surface, but during those times, a city was protected by its strong outer walls that kept out enemies. If a city's walls were torn down in any way, the people in the city were vulnerable to attacks.

Nehemiah grieved when he heard this news. In fact, he wept and mourned for days. Do you know what else he did? He prayed.

“O Lord, please hear my prayer! Listen to the prayers of those of us who delight in honoring you. Please grant me success today by making the king favorable to me. Put it into his heart to be kind to me.” (Nehemiah 1:11)

We are talking about Nehemiah's leadership this season because he gives us a great example of how to be strong leaders. Even if you think you're not a leader of anyone or anything right now, you will have opportunities down the road to be one. **And being a great leader starts with this: asking God for help.** Nehemiah's immediate reaction to the problems in Jerusalem wasn't to go fix things right away. It was to seek God's help through it all.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What makes someone a good leader?
- » From what you know of Nehemiah thus far, what makes him a good leader?

(3rd-6th Grade)

- » What are some traits you look for in a good leader?
- » What would be your first reaction if you were Nehemiah hearing that your hometown was in ruins?

(7th Grade and up)

- » Give some examples of a good leader and a bad leader. What are the differences between the two?
- » Nehemiah's position as a cupbearer was an influential one. How might a leader use their position to make important changes today? Would you react to bad news the way Nehemiah did?

Prayer:

Dear God, thank you for this team. Thank you for this season. I pray that you will use this time each week for us to grow closer as a team and closer to you. God, help us become strong leaders that humbly follow you. May we approach every problem in our life first with prayer. Help us seek you in all that we do. It's in your Son's name we pray, Amen.

PRACTICE 2

LEADERS SEEK HELP FROM OTHERS

Memory Verse: I replied, “If it please the king, and if you are pleased with me, your servant, send me to Judah to rebuild the city where my ancestors are buried.” (Nehemiah 2:5)

Nehemiah was devastated. The wall protecting his hometown had been destroyed. Having already sought the Lord’s help, Nehemiah had one more thing to do before returning to Jerusalem and rebuilding the wall.

He had to go get permission from the king.

King Artaxerxes knew something was troubling Nehemiah. He asked him what was wrong. Nehemiah told the king of his home, how the place where his ancestors were buried had been destroyed. The king asked Nehemiah a simple question: “How can I help you?”

Nehemiah made his request. He wanted the king to give him permission to go back to Jerusalem and rebuild the wall. But he didn’t just need the king’s permission, he needed the king’s help.

To get back to Jerusalem and rebuild the wall, Nehemiah needed to ensure his safety as he traveled. He asked the king to write letters addressed to leaders in various territories giving him clearance to travel safely through those regions. On top of that, Nehemiah also asked the king for a letter addressed to another king to get all the lumber needed for the walls from his region.

Nehemiah knew there would be much work to do while undertaking such a big project. He was going to need help from others. He started with God, then requested help from the king.

Our pride tempts us to try and take on big tasks all by ourselves when we would be much more successful by seeking out help from others. Another verse found in the Bible says, *Two people are better off than one, for they can help each other succeed.* (Ecclesiastes 4:9) Nehemiah understood trying to do the job of repairing the wall by himself was an impossible task.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » Have you ever asked someone for help? Why did you?
- » Could Nehemiah build the wall by himself? Why did he need the king's help?

(3rd-6th Grade)

- » Is it easy for you to ask for someone else's help? Why or why not?
- » Nehemiah requested some big things from the king. We can ask God for big things too. What's a "big" request you have in life right now? Are you willing to ask God for it?

(7th Grade and up)

- » Do you ask for help, or do you tend to try and do everything on your own? What would have been the difficulties for Nehemiah had he not asked for the king's help?
- » When we need help from God and others, what are the consequences of failing to ask for that help?

Prayer:

God, we need help from others. Help us to humble ourselves and be willing to seek your face and ask for help and also ask for help from others. Thank you for giving each of us people in our lives that have helped us. Give us opportunities to bless others by helping them. In Jesus' name we pray, Amen.

PRACTICE 3

LEADERS TAKE ACTION

Memory Verse: Then I told them about how the gracious hand of God had been on me, and about my conversation with the king. They replied at once, “Yes, let’s rebuild the wall!” So they began the good work.” (Nehemiah 2:18)

Have any of you ever watched a superhero movie? Maybe you’ve seen a movie of Batman or Spiderman or Wonder Woman or any other superhero. They’re full of incredible scenes of action and good triumphing over evil. How different might those movies be if Batman or Spiderman or Wonder Woman saw some injustice taking place and just walked past it? The movies wouldn’t be nearly as exciting and impactful.

Real leaders take action. When they see something that needs to be fixed, they fix it or make sure to find someone who can fix it. That’s what we see this week from Nehemiah.

In Nehemiah 2:11-20, he has made his way to Jerusalem. With just a few with him, Nehemiah goes under cover of darkness to inspect the broken walls and burned gates. It got so bad in some sections Nehemiah couldn’t even get his donkey across the rubble.

The next day, Nehemiah gathered all the city officials together including the priests, nobles, and anyone else in the administration. He met with them and talked about the tragedy of the walls being destroyed. Nehemiah talked about God’s goodness, how he showed Nehemiah favor in his conversation with the king.

Then we see in verse 18 what the response was from the city’s officials: “Let’s rebuild the wall!” Maybe you have the same question I have. Surely

the officials and priests living in the city knew how bad the walls were. So why didn't they do something themselves? They might have been fearful of outsiders questioning their actions. They might have seen the job as too big to take on.

The best leaders, when they see a problem, they take action to fix it. They don't wait for others. It takes courage to be a leader. It takes courage to make a difference!

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What did Nehemiah do before gathering the officials together? Why?
- » How have you shown courage before? What were the results?

(3rd-6th Grade)

- » Do you think Nehemiah believed he would be successful in rebuilding the wall? Why or why not?
- » When have you been courageous in your life? Has there been a time you wish you had been courageous but weren't? What happened?

(7th Grade and up)

- » Nehemiah surveyed the damage to the wall before gathering the officials. Why do you think he did this? What does this tell you about him as a leader?
- » Nehemiah had courage and boldness that seemingly many officials in Jerusalem didn't have. When have you shown real courage? When have you not? What were the results?

Prayer:

God, help us to be bold people. Help us be courageous. We want to be people who trust you in even the most difficult of projects. Show us your favor as you did Nehemiah so we can too can do great things and give you all the glory. Amen.

PRACTICE 4

LEADERS DELEGATE

Memory Verse: Let us think of ways to motivate one another to acts of love and good works. (Hebrews 10:24)

When we read Nehemiah 3, we see more detail into just why rebuilding the wall around Jerusalem was such a large undertaking.

The wall itself was built around the city and totaled almost two and a half miles of wall. It took thousands of workers to get each section built.

Nehemiah 3 tells us in detail as to what groups of people built which sections of the wall.

A priest named Eliashib and his fellow priests rebuilt the Sheep Gate. That was the gate used for bringing in sheep from the pastures outside the city.

The sons of Hassenah rebuilt the Fish Gate. This is where men brought in fish they caught from the Mediterranean Sea to sell.

The Dung Gate was built by Malkijah. This is where all the ashes and waste from the city were removed and taken out to the Valley of Hinnom. Gross!

And all the sections in between all the different gates were built by all kinds of people, from the most important officials in the city to common residents. Many people in Jerusalem took part in rebuilding the parts of the wall nearest their own homes.

Nehemiah delegated all of this work. Obviously, he couldn't do it all himself. By allowing the residents of the city to take part in rebuilding the wall, Nehemiah gave people the opportunity to take responsibility of their city and protect it.

Think about your family. Sure, it would be easier if your mom always cleaned your room for you. But how would you learn to be responsible for things? Your parents ask you to clean your room because it's your room. It's not anyone else's room!

Maybe your parents ask you to do other chores as well like washing dishes, folding laundry, or doing yard work. Do they do that to punish you? Well, maybe sometimes, but the biggest reason you're asked to help with chores around this house is they're your responsibility. Do you eat food at home? Cleaning the dishes is your responsibility. Do you wear clothes that get dirty? Folding them after they're clean is your responsibility. Do you play outside in the yard? Taking care of it is your responsibility.

Nehemiah knew the importance of not just rebuilding the wall, but having the people living in the city help with the rebuild.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What comes to mind when you hear the word responsibility? What are some things you are responsible for?
- » How can we motivate each other to work hard like the people in Jerusalem did rebuilding the wall?

(3rd-6th Grade)

- » Why did Nehemiah delegate the building of the wall to the people in Jerusalem?
- » What are some things you are responsible for in your life? How good are you at handling your responsibilities?

(7th Grade and up)

- » Why do good leaders need to delegate tasks to others? Why did Nehemiah delegate the building of the wall?
- » Do you consider yourself to be a responsible person or an irresponsible person? Why? How can you motivate others on your team or in your class to be responsible?

Prayer:

God, we are blessed to be given things to be responsible for. Forgive us for the times we fail in our responsibilities. Help us to honor you by caring for the things you've entrusted us with. Help us to step up and take ownership of our own piece of the wall, Lord. We love you and want to live lives that honor you. Amen.

PRACTICE 5

LEADERS HANDLE ADVERSITY

Memory Verse: We are pressed on every side by troubles, but we are not crushed. We are perplexed, but not driven to despair. We are hunted down, but never abandoned by God. We get knocked down, but we are not destroyed. (2 Corinthians 4:8-9)

For leaders, it doesn't matter if they're in charge of a large organization or just a small team: adversity will come. There will be moments of opposition and difficulty. The best leaders can handle these moments successfully like Nehemiah did.

In Nehemiah 4, we see enemies mocking the workers rebuilding the wall. Sanballat was a Samaritan leader and an enemy of the Jews. He didn't like the fact that they were rebuilding the wall around Jerusalem. He said "What does this bunch of poor, feeble Jews think they're doing? Do they actually think they can make something of stones from a rubbish heap- and charred ones at that?"

Another enemy named Tobiah joined in the mockery, saying "That stone wall would collapse if even a fox walked along the top of it!" So what was Nehemiah's response?

He could have gotten angry. He could have said some mean words back to them. He could have gone up and punched them in the face! But Nehemiah didn't do any of that. Instead, he did the same thing as when he first heard about the broken walls of Jerusalem. He prayed.

Then I prayed, "Hear us, our God, for we are being mocked. May their scoffing fall back on their own heads, and may they themselves become captives in a foreign land!" (Nehemiah 4:4) Nehemiah immediately turned

to his Heavenly Father for help. Instead of getting revenge on them himself, Nehemiah prayed for God to do that.

Even when Sanballat, Tobiah, and others were making plans to fight the Jews, Nehemiah and the workers prayed to God and guarded the city day and night. And when the workers became tired and scared, Nehemiah placed guards around the worst parts of the wall and said *“Don’t be afraid of the enemy! Remember the Lord, who is great and glorious, and fight for your brothers, your sons, your daughters, your wives, and your homes!”* (Nehemiah 4:14)

Nehemiah was prepared for the adversity he faced, and he worked to make sure the workers and their work were protected. Like Nehemiah, we can turn to God and trust him when we are faced with opposition. God cares for us and wants to protect us from harm. As the verse in 2 Corinthians says, no matter what we face, we are never abandoned by God.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What do you do when you face adversity?
- » Why did Nehemiah immediately pray to God when Sanballat and Tobiah were mocking the Jews and their work?

(3rd-6th Grade)

- » What did Nehemiah do when faced with opposition to rebuilding the wall? How might you have reacted if you were him?
- » When have you recently faced adversity, and what was your response to it?

(7th Grade and up)

- » Nehemiah could have taken revenge into his own hands when he was mocked. Instead, he turned to God. Why is it sometimes easier to “get revenge” ourselves than ask God to do it?
- » Talk about a time you faced adversity. How did you handle it? What could you have done differently?

Prayer:

When adversity comes, God, help us to trust you. Just as Nehemiah did, may we seek your favor before anyone else. Keep our hands steady at the tasks you've placed before us. Keep us from being distracted from your good work. We love you. We trust you. Amen.

PRACTICE 6

LEADERS FIGHT INJUSTICE

Memory Verse: Remember, O my God, all that I have done for these people, and bless me for it. (Nehemiah 5:19)

The adversity Nehemiah and the Jews faced didn't always come from enemies outside the city. Sometimes it crept up among the Jewish people.

In Nehemiah 5, we read the story of how the poorer Jews were upset because of the way wealthier Jews were treating them. The wealthy Jews that were lending money to poor Jews were demanding high interest in return. That meant they wanted to be repaid much more than the amount they were giving to the poor Jews.

Because these poor Jews had so much debt, they were forced to sell off their own vineyards, homes, and even children into slavery just to repay debts. The poor Jews were having to sell off their most valuable possessions just to have food for their family.

When they raised these concerns to Nehemiah, he went straight to the nobles and officials, telling them "You are hurting your own relatives by charging interest when they borrow money!"

He went on to tell these wealthy Jews that these poor Jews have already been redeemed from slavery by foreign oppressors. Why should they have to be enslaved again, this time by their own people? He demanded the nobles and officials restore the lands and homes back to the poor that had been taken from them and repay the interest that was charged. The nobles and officials agreed to do so.

Nehemiah did what all good leaders do. When he noticed injustice taking place around him, he stood up and took charge to make things right. He

could have ignored the situation out of fear of upsetting the wealthy Jews. But Nehemiah viewed people the way God views them. He knew the poor were just as loved and cherished by the Lord as the wealthy were.

At the end of Nehemiah 5, he prays this short prayer: *Remember, O my God, all that I have done for these people, and bless me for it.* Now, was Nehemiah being boastful or selfish in praying such a prayer? Not at all. Nehemiah was seeking favor from the most important person, God. He wasn't seeking to be adored by the powerful nobles and officials. Only God's opinion of him mattered.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » How were the wealthy Jews treating the poor Jews? How did Nehemiah help?
- » Have you ever seen an injustice taking place? Did you help? What might you do if you were in Nehemiah's situation?

(3rd-6th Grade)

- » What are some injustices you've seen? How did you help or how could you have helped those being harmed?
- » How did Nehemiah respond to the injustice he saw? What can you take from this story to apply to your own life?

(7th Grade and up)

- » Do you see injustice taking place around you? How are you helping those being harmed? What can you take from Nehemiah's solution to injustice and apply to situations you see?
- » Nehemiah wasn't concerned about how wealthy Jews viewed him. He only cared about what God thought about him. What do you desire more: to be liked by people around you or to be in God's favor? Why?

Prayer:

God, we know you love everyone. You don't desire the wealthy over the poor. You're sad when the poor are mistreated. Thank you, God, for loving us. Help us to fight for those being hurt and oppressed. Help us to honor you by caring for people whom you created. Give us the courage to fight injustice. We love you, Lord. Amen.

PRACTICE 7

LEADERS AVOID DISTRACTIONS

Memory Verse: So I replied by sending this message to them: “I am engaged in a great work, so I can’t come. Why should I stop working to come and meet with you?” (Nehemiah 6:3)

Have you ever sat down to do your homework and found yourself distracted by something? Maybe there was a show on TV you wanted to watch, or you wanted to go eat a snack instead. Maybe you wanted to just go play video games. When there’s hard work to do, it’s easy to get distracted by other things.

In Nehemiah 6, we see that Nehemiah is still dealing with opposition to the rebuilding of the wall. Sanballat, Tobiah, and other enemies noticed the wall was progressing. They sent a message to Nehemiah that they wanted to meet with him.

This was Nehemiah’s response: *“But I realized they were plotting to harm me, so I replied by sending this message to them: ‘I am engaged in a great work, so I can’t come. Why should I stop working to come and meet with you?’”* (Nehemiah 6:2b-3)

When their initial plan to stop the rebuilding of the wall didn’t work, Sanballat and Tobiah resorted to other tactics. They tried deceiving Nehemiah by saying there was a rumor going around that he was attempting to rebel and become the new king. Nehemiah saw through their deceit: *“They were just trying to intimidate us, imagining that they could discourage us and stop the work. So I continued the work with even greater determination.”* (Nehemiah 6:9)

Still, the enemies tried deceiving Nehemiah in other ways, but he refused to give in to them. He refused to be distracted from his work. And because of this, the wall was completed on October 2nd, just 52 days after the work began.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » How did Nehemiah get the wall built so quickly?
- » What is something that tends to distract you? How can you be more disciplined to avoid distractions?

(3rd-6th Grade)

- » Are you easily distracted by other things? What distracts you the most?
- » How would the rebuilding of the wall have been different if Nehemiah had given in to the many distractions around him?

(7th Grade and up)

- » What distracts you from getting real work done? How can you combat distractions?
- » Nehemiah and the workers got the wall built in just 52 days. How might the results have been different if he had been distracted? What does this story teach you about distractions in your own life?

Prayer:

God, there are so many things in this world to distract us from how we should live and the important work you've given us to do. Help us to stay diligent in serving you and others and not let obstacles and distractions keep us from honoring you. Keep us steadfast in our schoolwork, in practice, in chores, and in living lives that please you. Amen.

PRACTICE 8

LEADERS LOVE PEOPLE

Memory Verse: For this is how God loved the world: He gave his one and only Son, so that everyone who believes in him will not perish but have eternal life. (John 3:16)

At first glance, Nehemiah 7 looks like a chapter full of just a bunch of names and numbers. But when we look more closely we see Nehemiah planning the future of Jerusalem.

Nehemiah took a census, or count of the people who first returned from exile. He did this to know how many people there were. The city of Jerusalem was large, but the population was small. Nehemiah knew unless he organized the people the city couldn't be repopulated properly.

It may seem confusing, but this long list of family names shows the importance of not only family, but God's family. God made a promise centuries before Jerusalem's walls had been destroyed that he would care for the ancestors of Abraham. This list of families is, in large part, God's people.

When we talk about God's people in Nehemiah, we are referring to Jews. In the New Testament, we know that God extends his family to all people. John 3:16 says *For this is how God loved the world: He gave his one and only Son, so that everyone who believes in him will not perish but have eternal life.* Did you catch that? Everyone who believes will have eternal life. Not just Jews. Not just people from America or people from Europe. Not just tall people or skinny people. Everyone who believes.

The question is, why did God give his only Son, and what does that mean? We were all created by God to glorify him. We were created to live lives that please him. But there's a problem. We sin! What is sin? Sin is anything

we say, do, or think that displeases God. Anytime you lie, act out in anger, or disrespect your parents, you sin. And because of our sin, we can't get a right relationship with God, at least not on our own.

That's why God sent his Son, Jesus Christ, to earth. Jesus came and lived a perfect, sinless life. He then willingly died as a sacrifice for our sins. Without his death on the cross, we couldn't be forgiven of our sin. Without his death, we couldn't have eternal life with God.

That's how we become part of God's family. Another verse in the Bible tells us this: But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness. (1 John 1:9, NLT) When we confess our sins and our need to be forgiven, God does just that: he forgives us!

I want to close in prayer and if you want to become part of God's family, I want you to come talk to me after the prayer or after practice. The most important decision you'll ever make with your life is whether or not you will devote your life to trusting in Jesus and living a life pleasing to God.

****NO DISCUSSION QUESTIONS THIS WEEK***

Prayer

God, thank you for your great love for us. You made us to love you. You made us to be like you! And God, we have failed so many times. We have done so many things that are displeasing to you. God, I pray right now for the forgiveness of my sins. Thank you for wanting us to be a part of your family. Speak to the hearts and minds of everyone here that they too may seek to follow you and dedicate their lives to living the way you want them to live. Remind them, Father, of your great love for them. We love you, Lord. Amen.

PRACTICE 9

LEADERS RECOGNIZE THEIR WRONGS

Memory Verse: You alone are the Lord. You made the skies and the heavens and all the stars. You made the earth and the seas and everything in them. You preserve them all, and the angels of heaven worship you. (Nehemiah 9:6)

In chapters 9 and 10 of Nehemiah, we are invited into a worship service. Here we see the Israelites gathered together, worshipping God by praying and confessing sin. Nehemiah 9:2 tells us this: *Those of Israelite descent separated themselves from all foreigners as they confessed their own sins and the sins of their ancestors.* For over three hours the people confessed sin and worshiped God.

If we went around and talked about what we would most like to spend three hours doing, I'm not sure many of us would have confessing sin at the top of our list. Many of us would rather be playing a game, watching a sporting event, or going to dinner and a movie.

But here's the thing: when you choose to follow God, it's a joy to worship him. It's a joy to confess sin because it's a sign of dependence on God. It's a joy to sing songs to God because it's a way we recognize that God is more precious and valuable to us than anything else. After all, you wouldn't sing a song praising your video games or your clothes, would you?

The leaders also gathered and prayed to God. They praised God for the wonderful things he has done. They praised him for who he is. They also confessed that they had sinned and asked God to show them mercy.

The people then signed an agreement to follow God. They agreed on a list of promises that included honoring the Sabbath and giving the first part of each harvest to God. Nehemiah 10 concludes with the people promising to “not neglect the Temple of our God.”

When you make a choice to follow God, you agree to do the things he tells you to do. You enter into a personal relationship with him. Think of it this way. Are you really friends with someone if you don't talk to them or spend time with them? The same goes for God. If you have chosen to follow him, spend time praying, confessing your sin, and worshipping him.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » How do you spend time with your friends?
- » Have you ever prayed before? If so, what did you say? What did you ask for?

(3rd-6th Grade)

- » What does it mean to confess sin? Are you comfortable confessing sin to God? Why or why not?
- » Is there anything you need to change in your life to live a life more pleasing to God? If so, what is it?

(7th Grade and up)

- » What are your thoughts on worship? Is it important or an idea only relevant on Sundays?
- » Is confessing your sin to God difficult? Why or why not? What changes do you need to make to follow God more closely?

Prayer:

God, you made us to worship you. We are created in your image. Help us set aside time each day to pray, read your word, and confess sin. We long to worship you, Lord. You are the only one worthy of our worship. Forgive us for the times we put other things ahead of you. Show us where we do wrong that we might change and follow you more closely. Amen.

PRACTICE 10

LEADERS GIVE GOD THE GLORY

Memory Verse: Not to us, O Lord, not to us, but to your name goes all the glory for your unfailing love and faithfulness. (Psalm 115:1)

Let's take a minute here and reflect on Nehemiah's story to this point. Here was a man serving the Persian king that found a need in his hometown. He courageously asked the king for help to rebuild the walls of his hometown.

Nehemiah then traveled and got the materials needed for the project. He gathered Jerusalem's leaders together and made a plan, assigning families their own part of the wall to work on. Nehemiah worked to defend the workers and keep distractions from invading the project.

After completing the wall in just 52 days, Nehemiah did a census of the people to get them settled in the city. He then gathered the people for a time of worship.

Nehemiah did a lot of things. He made a lot of wise decisions and accomplished quite the feat in rebuilding the Jerusalem wall. When we get to the second half of Nehemiah 12, we see that with all Nehemiah did, perhaps his greatest achievement was his humility.

He led the people in dedicating the wall to God. There was a great celebration with choirs singing and people praising God. Nehemiah 12:43 tells us this: *Many sacrifices were offered on that joyous day, for God had given the people cause for great joy. The women and children also participated in the celebration, and the joy of the people of Jerusalem could be heard far away.*

Nehemiah could have chosen to make the completion of the wall about himself and how great of a leader he was. Instead, he chose to give all of the credit to God.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What's something amazing that you've accomplished? It might be an art project, a good grade on a test, or something else.
- » Do you recognize God for blessing you with skills and abilities? How can you start glorifying him?

(3rd-6th Grade)

- » When your team does really well during the game, does one person tend to get the credit or does the whole team?
- » Nehemiah gave God credit for the huge accomplishment of completing the wall. What big accomplishments in your life do you need to give God credit for?

(7th Grade and up)

- » Do you think Nehemiah was tempted to take all the glory for the building of the wall? Why did he give God credit for completing the wall?
- » Nehemiah's actions show he was thinking of God rather than himself. In what areas of your life are you putting your own wants ahead of what God wants for you? What do you need to do to change?

Prayer:

God, thank you for all the ways you have blessed us. All of the wonderful things you've allowed us to do, all of the incredible accomplishments we have are because of you. Without you, God, we are nothing. Remind us of your goodness and that you and you alone are worthy of all of our praise. We love you, Lord. Amen.

PRACTICE 11

LEADERS KEEP WORKING

Memory Verse: Never let loyalty and kindness leave you! Tie them around your neck as a reminder. Write them deep within your heart. (Proverbs 3:3)

With any story about a great leader or hero, you expect a happy ending. Nehemiah 13 doesn't really give us that.

In it, we read that while Nehemiah had gone back to serve the Persian king, the people began disobeying God's laws. A priest had allowed a relative to use one of the storerooms in the temple. People were doing work on the Sabbath. Some people were violating God's decree to not marry other people that didn't worship God.

When Nehemiah found out all of this was happening, he became angry. He took action. He banished those from the land that were not worshiping God. He restored the storerooms of the temple to how they were designed to be. He shut the gates of the city on Friday nights until the Sabbath was over so that no one would buy and sell things or do work on the Sabbath.

Nehemiah was loyal to God and wanted to be sure the people of Jerusalem were as well. He knew that he couldn't continue letting the people violate God's laws after he was gone.

God's laws are important. We might think of a set of rules as keeping us from having fun and doing things we want, but God's laws are designed to keep us faithful to him. They're designed to keep us from experiencing pain and harm from bad decisions.

Because God loves his people, he wants them to experience the goodness he has planned for them. The Israelites got to a point where they wanted to do their own thing. They wanted to put themselves first instead of God. That's how we fall into sin when we remove God as the center of our lives.

Nehemiah disciplined the people not because he didn't love them, but because his main loyalty was to God. Everything Nehemiah did was because of his deep devotion to God.

As we conclude the story of Nehemiah, ask yourself this: to who or to what am I most loyal to? If the answer is anything other than God, it may be time to make some changes.

DISCUSSION QUESTIONS

(K-2nd Grade)

- » What comes to mind when you hear the word loyalty?
- » How does it look to be loyal to God? What do you need to do to show loyalty to him?

(3rd-6th Grade)

- » What did the Israelites do to disobey God?
- » What needs to change in your life so you can be loyal to God?

(7th Grade and up)

- » When you think about God's laws, do you think they're old-fashioned and outdated? Are there any benefits to obeying God?
- » Nehemiah was angry over the sin of the Israelites. When you realize you've sinned, what's your reaction? How can you be more loyal to God?

Prayer:

God, what an incredible season! Thank you for giving us the past several weeks to join together and become better athletes and, more importantly, better people. God, we continue to seek your favor in our lives. Many times we are tempted to do the things we want to do instead of following you. Help us remain committed to the people you've called us to be. We love you, Lord. Thank you again. Amen.

NOTES:

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5 GAMEDAY

Chapter Overview:

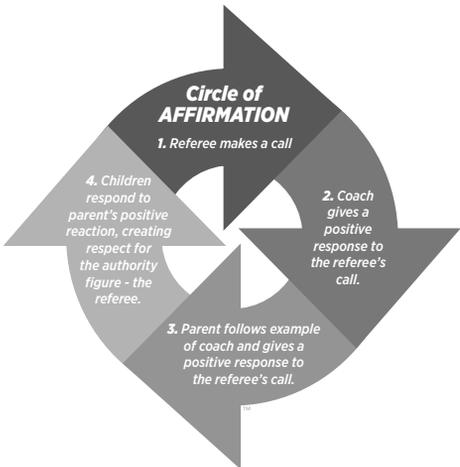
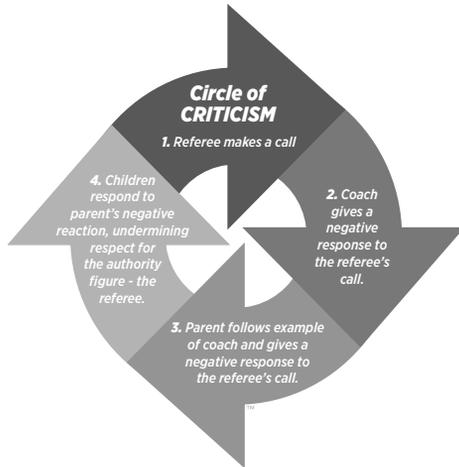
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CIRCLE OF AFFIRMATION

GAME-DAY ATTITUDE

Choosing the right game-day attitude is a key to being an effective Upward Sports Coach. Actions and reactions on the field can either open or close the door to ministry. The Circle of Criticism and the Circle of Affirmation are simple diagrams that illustrate the results of a coach giving a referee either negative or positive feedback.

In Upward Sports, coaches and referees work together as a unified team. Coaches have the opportunity and the responsibility to stop the Circle of Criticism by starting the Circle of Affirmation.



The Circle of Affirmation goes beyond the referee. A coach's affirmation of participants inspires encouragement and praise from parents, family members and other participants. Practicing the Circle of Affirmation makes the game a better experience for everyone.

UPWARD CHEER FORMAT

- » All cheers performed will be used to encourage both teams. Refrain from using negative cheers or terms such as kill or defeat.
- » Teams may cheer for a different team each week.
- » Upward Sports recommends you avoid tumbling and stunting as part of your cheerleading program if you do not have proper equipment and qualified coaches.
- » In most cases, like age groups will be cheering together.

GAME DAY STARS *(*if included in your Team Box)*

If your league is using Game Day Stars you have an Award Stars booklet. These multi-colored stickers are given to each cheerleader at the end of every game. Star presentation should be an exciting time. Encourage parents to cheer as stars are distributed to each cheerleader. Make specific points why each participant receives a particular star. Notes you or your assistant coach take during the game should be used during this time as you encourage their efforts.

TIP: Find a location off of the field and take your time with this activity after the game.

Use the star distribution form on MyUpward in the Gameday area or in the back of your coach playbook to track which stars each participant has received. Make an attempt to award each participant all five stars throughout the season.

Encourage participants to display the stars they receive on their posters. Here is a list of the game day stars and what they represent.



Distributing Game-Day Stars

Star presentation is a special time for every cheerleader. When distributing these stars, make it fun by:

- » Inviting parents and other spectators to meet at a specific area away from where the game took place.
- » Giving specific reasons why each cheerleader received their star
- » Applauding each child as they receive their star

Use the star distribution form found in back portion of the coach cheerbook to track which stars each cheerleader has received. Make an attempt to award each cheerleader all five star colors throughout the season. These sticker stars are located in the Award Star booklet.

Note: The green practice star should be awarded at practice to every cheerleader who participates in the weekly practice devotion time.

Cheer Competition

If you're interested in hosting a competition in your league, get together with your League Director and discuss the possibilities. To help answer any questions you may have, as well as provide step-by-step instruction in carrying out a first-class cheer competition, visit the Cheer Director page on MyUpward.org.

Cheer Showcase

An Upward Cheer Showcase is a great way to highlight cheerleaders on game day. This is a fun event that creates a spot on a game day in place of a game, to encourage and show what cheerleaders are learning and celebrates them. If you are interested in incorporating a Cheer Showcase on one of your game days, review the resources found **on MyUpward.**

THE SEASON CELEBRATION

The Season Celebration event provides another opportunity to celebrate with your cheerleaders and connect with their families. Since your attendance at this event demonstrates your love and support for your cheerleaders, all coaches should attend. Your League Director may provide each team with an award to give out at the Season Celebration.

GAME DAY FORMAT

Gameday for Upward Cheerleaders is an exciting time. Cheerleaders have practiced, learned, and are ready to put on their uniforms. They are prepared to cheer in front of spectators, players, and coaches. As a coach, be prepared as well. Here are some helpful reminders to make game day a great experience.

- » **Game Preparation:** Use the “Game Day Plan” from the back section of this book to write out a plan for your squad’s game day experience. You will want to have a list of potential routines cheerleaders can perform. The key is to have an active squad and to help them have fun so that they can develop mentally, athletically, physically, and socially.
- » **Warm-up:** Instruct cheerleaders to arrive 15 to 20 minutes before their scheduled game time to warm up and stretch before cheering. Prepare a warm-up routine and list of stretches. Have an assistant coach along with a cheerleader lead the squad in stretching. After warming up, the cheerleader can select from the list of stretches. Giving cheerleaders leadership roles helps your cheerleaders to feel comfortable leading a group and helps them to develop mentally and socially.
- » **Introductions:** Your league may include player and cheerleader introductions. Check with your Cheer Director for the protocol of participant introductions. Cheerleaders should go first and can then form a tunnel for players to run through. Your cheer director may have a form for you to list cheerleader names for introductions before the game. You can rotate the list each week so that a different cheerleader goes first.

- » **Pre-Game Prayer:** Be sure to include your cheerleaders in the pre-game prayer with all players, coaches, and referees before the start of the game.
- » **During the game:** Make sure that cheerleaders are active throughout the game, and are part of the game-day experience. Cheerleaders should perform in an area designated for cheerleaders, while the game is taking place. You can allow a specific cheerleader or a rotation of cheerleaders to call out the next routine from a list you have prepared ahead of time. It's ok to repeat routines as your squad develops favorites.
 - **Be alert:** Cheerleaders should be alert to the action taking place in the game to protect themselves from an out of bounds ball or player coming their way.
 - **Be organized:** Encourage cheerleaders to place their poms on the ground as a marker for their position in the lineup. This reminder helps them to look uniform on game day.
 - **Be flexible:** Cheerleaders can switch to a different location at halftime if two games are taking place side by side.
- » **Between periods:** This is a great time to have cheerleaders perform during the game. A quick routine of less than one minute is appropriate between periods. Work with game officials to alert you when there is an end of a quarter.
- » **Halftime:** Halftime allows for a longer dance routine or a couple of cheers or chants. Make sure to consult with your Cheer Director to know what will take place at halftime. There may be a devotion or interactive activity to engage the fans. Cheerleaders are one of the highlights of halftime activities.

- » **After the game:** Gather cheerleaders and their families away from the game so that you can hand out post-game stars to highlight the cheerleader's efforts using the Award Star Booklet. Having an assistant coach is helpful as they can take notes and determine which star each cheerleader receives.
 - **Take time:** After all of the game-day activities, make sure to take time to interact with your families. This time after the events are ideal for engaging with one family and recognizing the growth you are seeing in their cheerleader. Try and do this with each family throughout a season.

Take time during practice to make signs and posters cheerleaders can use on game day.

6 FORMS

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GAME DAY 1

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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BETWEEN PERIODS

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HALFTIME

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NOTES FOR GAME DAY STARS

GAME DAY 2

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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HALFTIME

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NOTES FOR GAME DAY STARS

GAME DAY 3

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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BETWEEN PERIODS

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HALFTIME

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NOTES FOR GAME DAY STARS

GAME DAY 4

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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BETWEEN PERIODS

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HALFTIME

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NOTES FOR GAME DAY STARS

GAME DAY 5

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

- | | |
|---------------------|---------------------|
| 1. _____ pg. _____ | 11. _____ pg. _____ |
| 2. _____ pg. _____ | 12. _____ pg. _____ |
| 3. _____ pg. _____ | 13. _____ pg. _____ |
| 4. _____ pg. _____ | 14. _____ pg. _____ |
| 5. _____ pg. _____ | 15. _____ pg. _____ |
| 6. _____ pg. _____ | 16. _____ pg. _____ |
| 7. _____ pg. _____ | 17. _____ pg. _____ |
| 8. _____ pg. _____ | 18. _____ pg. _____ |
| 9. _____ pg. _____ | 19. _____ pg. _____ |
| 10. _____ pg. _____ | 20. _____ pg. _____ |

BETWEEN PERIODS

- | | |
|--------------------|--------------------|
| 1. _____ pg. _____ | 3. _____ pg. _____ |
| 2. _____ pg. _____ | 4. _____ pg. _____ |

HALFTIME

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|--------------------|--------------------|
| 1. _____ pg. _____ | 2. _____ pg. _____ |
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NOTES FOR GAME DAY STARS

GAME DAY 6

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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|---------------------|---------------------|
| 1. _____ pg. _____ | 11. _____ pg. _____ |
| 2. _____ pg. _____ | 12. _____ pg. _____ |
| 3. _____ pg. _____ | 13. _____ pg. _____ |
| 4. _____ pg. _____ | 14. _____ pg. _____ |
| 5. _____ pg. _____ | 15. _____ pg. _____ |
| 6. _____ pg. _____ | 16. _____ pg. _____ |
| 7. _____ pg. _____ | 17. _____ pg. _____ |
| 8. _____ pg. _____ | 18. _____ pg. _____ |
| 9. _____ pg. _____ | 19. _____ pg. _____ |
| 10. _____ pg. _____ | 20. _____ pg. _____ |

BETWEEN PERIODS

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|--------------------|--------------------|
| 1. _____ pg. _____ | 3. _____ pg. _____ |
| 2. _____ pg. _____ | 4. _____ pg. _____ |

HALFTIME

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|--------------------|--------------------|
| 1. _____ pg. _____ | 2. _____ pg. _____ |
|--------------------|--------------------|

NOTES FOR GAME DAY STARS

GAME DAY 7

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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|---------------------|---------------------|
| 1. _____ pg. _____ | 11. _____ pg. _____ |
| 2. _____ pg. _____ | 12. _____ pg. _____ |
| 3. _____ pg. _____ | 13. _____ pg. _____ |
| 4. _____ pg. _____ | 14. _____ pg. _____ |
| 5. _____ pg. _____ | 15. _____ pg. _____ |
| 6. _____ pg. _____ | 16. _____ pg. _____ |
| 7. _____ pg. _____ | 17. _____ pg. _____ |
| 8. _____ pg. _____ | 18. _____ pg. _____ |
| 9. _____ pg. _____ | 19. _____ pg. _____ |
| 10. _____ pg. _____ | 20. _____ pg. _____ |

BETWEEN PERIODS

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| 1. _____ pg. _____ | 3. _____ pg. _____ |
| 2. _____ pg. _____ | 4. _____ pg. _____ |

HALFTIME

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| 1. _____ pg. _____ | 2. _____ pg. _____ |
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NOTES FOR GAME DAY STARS

GAME DAY 8

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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|---------------------|---------------------|
| 1. _____ pg. _____ | 11. _____ pg. _____ |
| 2. _____ pg. _____ | 12. _____ pg. _____ |
| 3. _____ pg. _____ | 13. _____ pg. _____ |
| 4. _____ pg. _____ | 14. _____ pg. _____ |
| 5. _____ pg. _____ | 15. _____ pg. _____ |
| 6. _____ pg. _____ | 16. _____ pg. _____ |
| 7. _____ pg. _____ | 17. _____ pg. _____ |
| 8. _____ pg. _____ | 18. _____ pg. _____ |
| 9. _____ pg. _____ | 19. _____ pg. _____ |
| 10. _____ pg. _____ | 20. _____ pg. _____ |

BETWEEN PERIODS

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| 1. _____ pg. _____ | 3. _____ pg. _____ |
| 2. _____ pg. _____ | 4. _____ pg. _____ |

HALFTIME

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| 1. _____ pg. _____ | 2. _____ pg. _____ |
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NOTES FOR GAME DAY STARS

GAME DAY

Warm-ups: It's essential to get your body active before the game.

Stretch: Being more flexible helps prevent injuries.

DURING THE GAME

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| 1. _____ pg. _____ | 11. _____ pg. _____ |
| 2. _____ pg. _____ | 12. _____ pg. _____ |
| 3. _____ pg. _____ | 13. _____ pg. _____ |
| 4. _____ pg. _____ | 14. _____ pg. _____ |
| 5. _____ pg. _____ | 15. _____ pg. _____ |
| 6. _____ pg. _____ | 16. _____ pg. _____ |
| 7. _____ pg. _____ | 17. _____ pg. _____ |
| 8. _____ pg. _____ | 18. _____ pg. _____ |
| 9. _____ pg. _____ | 19. _____ pg. _____ |
| 10. _____ pg. _____ | 20. _____ pg. _____ |

BETWEEN PERIODS

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| 1. _____ pg. _____ | 3. _____ pg. _____ |
| 2. _____ pg. _____ | 4. _____ pg. _____ |

HALFTIME

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| 1. _____ pg. _____ | 2. _____ pg. _____ |
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NOTES FOR GAME DAY STARS

UPWARD CHEER *Star Distribution Form*

Use a pencil to record the color of the star that cheerleaders receive each game.

Cheerleader's Name	Game							
	1	2	3	4	5	6	7	8

Blue (B): Effort

Red (R): Leadership

Gray (Gr): Cheers

Gold (Go): Spirit

White (W): Christlikeness

