



FLAG FOOTBALL CHEER CHEER BOOK

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SECTION 1

COACHING ESSENTIALS

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→ Goals For The Season

The goal of our sports ministry is:		
Success looks like:		
Success in our sports ministry is measured by:		

→ What You Do Matters

Thank you for coaching this season! You are about to influence the lives of families for the next several weeks but don't worry. This league and Upward Sports provide the tools you will need for the journey, even if you are new to a sport.

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.

→ Your Role in Sports Ministry

As a coach, you play a vital role in the sports ministry to cheerleaders and families. You are on the front lines of what takes place this season.

Sports ministry requires that the sport and ministry are both done with excellence as you give your 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 12:1-2 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.

COACH THIS SEASON?	

→ An Upward Sports Coach

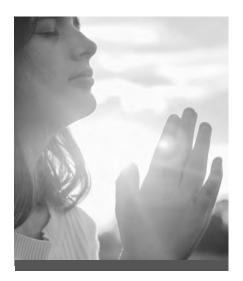
Whether you are a first-time coach, veteran coach, or somewhere in between on the coaching journey, there are five crucial things to do as an Upward Sports coach.

FIVE KEYS TO COACHING:

- Be organized to teach Take time to teach the fundamentals through organized and detailed practices. Refer to the practice plans for drills and look to enhance each participant's skill development.
- 2. Lead the practice devotion Coaches lead a devotion, discussion, and prayer during practices using the devotion materials. If you need help, let the league director or coach commissioner know, as they are ready to provide support.
- **3. Communicate with parents** Parents on the team want you to communicate with them. Send a weekly email, text, or both to let parents know how the team is doing and remind them of upcoming events.
- 4. Instill teamwork, a competitive spirit, and a growth mindset
 - Help your participants learn how these work together.
 - ◆ Teamwork involves valuing others and showing appreciation for them to achieve a common goal.
 - ♦ A competitive spirit is about doing your best in all situations during practice and at games.

- A growth mindset focuses on growing and improving at each opportunity so that small improvements lead to more significant change as they compound over time.
 There is always growth potential.
- **5. Follow the Circle of Affirmation** Support game day officials by being their biggest fans and following the Circle of Affirmation on game days. Following the Circle of Affirmation will provide families with a positive experience and show we value people as God's creation.

As a coach, invest time in giving your best while considering Genesis 1:27 and Genesis 2:7. Realize that God created the participants you are coaching and those around you. As image-bearers of God, we should treat everyone with the love that God treats them, as you promote the discovery of Jesus.



GENESIS 1:27

"So God created human beings in his own image. In the image of God he created them; male and female he created them."

GENESIS 2:7

"Then the Lord God formed the man from the dust of the ground. He breathed the breath of life into the man's nostrils, and the man became a living person."

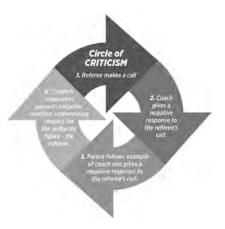
→ Circle of Affirmation

GAME DAY ATTITUDE

Choosing the right game-day attitude is a key to being an effective Upward 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.

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 cheerleaders inspires encouragement and praise from parents, family members and other cheerleaders. Practicing the Circle of Affirmation makes the game a better experience for everyone.

→ Three Layers of Coaching

The three coaching layers are essential to understand the dynamics of coaching a team. They include a cheerleader, the team, and the coach.

THE CHEERLEADER

A coach will need to observe each cheerleader's skill level and teach accordingly. You may have a wide range of skill levels, with cheerleaders who have experience and skill and some who have never participated. Work one-on-one with cheerleaders and give them direction on individual skills to try at home. Celebrate success as they develop and be patient with their mistakes.

A TEAM

As you coach everyone, you must also bring the cheer team together. Cheerleaders must learn how to work well with each other. The team concept changes as participants become more mature, advance in age, and can focus on others and not just themselves. Help them communicate with each other by using participants' names and showing them how to encourage each other will help them come together as a team.

THE COACH You must prepare for practice and games to coach a team. Coaches should be willing to invest the time it takes to be ready to lead. Spend time reviewing practice plans and thinking about backup plans so that you can move forward if something isn't working. Take time to check the Scouting Report section of the practice devotion and spend time praying for your team.

→ Interacting with Cheerleaders and Parents

As you are in a coaching role, people watch how you respond at practices and games and how you lead the team. Your interactions influence the atmosphere of the league, if a family will return next season, and the league's and your ability to conduct ministry.

INTERACTING WITH CHEERLEADERS

Interacting with cheerleaders is pivotal for a coach. This coaching opportunity may place you as someone's first-time coach. In sports ministry, you have the chance to impact someone for eternity.

Here are ten tips on interacting with your cheerleaders.

- Greet each cheerleader by name as they arrive.
- Always be mindful of speaking on a level that the cheerleader can understand.
- ◆ Tell participants the details of what you are teaching, show them what you are teaching, have them do it, and then apply it.
- Focus on one skill at a time as you teach so that cheerleader can learn each one thoroughly.
- ♦ Recognize differences in skill levels so that you can help each cheerleader improve.
- Be familiar with the devotion and allow time for discussion.

- Hold a ten to fifteen-minute meeting with parents at the end of the first practice to set expectations and answer questions.
- When distributing stars on game days, give specific reasons each star is earned. Don't underestimate the value of recognizing cheerleaders!

What about distracted and disruptive participants?

A challenge for coaches is what to do with distracted or disruptive participants. Here are four things to understand in these situations that will help.

- **1.** Understand that children have short attention spans. Be patient.
- 2. Cheerleaders come into practice and, like coaches, are influenced by things that have already occurred during the day. Greet them by name to welcome them into a new environment, so they know you see them.
- **3.** Maintain engagement by cutting down on lines and lectures. To do this, ask parents to help run a drill, so there are multiple stations.
- **4.** Praise desired behavior right away, use the cheerleader's name, and let them know how it helps everyone. Other cheerleaders will recognize this and follow.

If undesirable behavior continues, address it with the cheerleader and parent so that the cheerleader doesn't disrupt a learning environment. Let the parent know that you need their help, as they may be able to offer insight into working with their cheerleader.

INTERACTING WITH PARENTS

Start the season by getting to know your cheerleaders' parents and families. Include parents in your first post-practice huddle. Here are a few tips for interacting with parents.

- ◆ Introduce yourself to parents, share expectations, and explain why you are coaching.
- ♦ Share your contact information.
- Each week take time to have a conversation with one family.
- Encourage parents to have fun working on skills at home with their cheerleaders.
- ♦ Be ready to step into any spiritual conversation with parents and talk about what you teach during devotion time.
- Demonstrate care and concern for cheerleaders, so parents know you are looking out for their cheerleaders.
- Be organized and prepared for practice. Parents want to know you value their time by coaches being prepared and organized.
- ◆ Communicate one time per week through email, text, or both. Keep it short and simple.

After you receive your roster, contact the parents right away. Families are eager to hear from you, and it cuts down on the number of calls and emails a league director has to spend time answering.

→ Create a Positive Culture

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

- Set expectations of behavior and communicate them with cheerleaders and parents.
- ♦ Start and end each practice on time.
- Encourage cheerleaders to support each other by cheering for teammates.
- View mistakes as teaching opportunities, not a chance to be critical at the moment.

One practical way to create a positive team culture and teach communication is to establish a team huddle at the end of practice. Have cheerleaders circle up and include the coach. The coach can talk about things done well in practice.

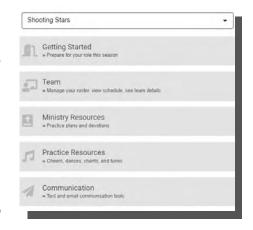
Next, have cheerleaders look to the person on their right, use their name, and offer something they saw someone do well in practice. Continue around the circle until everyone has had a chance to speak. The topic could be different at each practice, such as something the cheerleader would like to improve on their own, something they appreciate about the other person or something they would like to see the team accomplish at the next game.

→ Coach Resources and Tools

Many resources are available to help you provide a great experience for your team, plan and efficiently use your time this season.

MYUPWARD.ORG -

This is the primary tool for you as a coach. The league director will send you an invitation to access resources on MyUpward.org.
After you accept the invitation and create a username and password, you can also create an icon on your



home screen when accessing from a mobile device.

- Getting Started includes how-to videos and other resources to help you this season.
- Team area helps you manage your roster and see participant information and the schedule for practices and game days.
- Ministry Resources Practice plans and devotion material are in this area.
- Practice Resources provide video demonstrations for cheers, dances, chants,

- ◆ Communication is where you will find email and text capabilities, as well as attaching a link to the team page.
- ♦ **Star Distribution** helps you to manage game day stars.

DEVOTIONS - Weekly devotion content for your practices is located on MyUpward.org under the "Practice Resources" and can also be found in the Coach Playbook.

GAME DAY STARS - Use these stars on game day to highlight each cheerleader's contributions during the game. The Star Distribution Form can be found in the Appendix of the Coach Playbook.

GOSPEL VIDEO - Sent out from the league director to families to share a video version of the gospel message with them during the season.

GREEN PRACTICE STARS -Use these stars at practice to encourage participation in the practice devotion, scripture learning, or the goals your league has outlined for the devotion content.

PRACTICE CARDS - The practice cards show the Bible verse associated with the weekly devotion. Depending on the devotion track, you will hand out cards every week or only at designated weeks noted in the devotion.

PRACTICE PLANS - Use the practice plans found on MyUpward.org under the "Practice Resources." These can be printed out before practice or used directly from your mobile device.

SEASON CELEBRATION - Celebrate the season with your team. Your league may have individual team parties or a league-wide celebration.

TEAM PAGE - Share the team page with your team to give them access to the practice and game schedule. The team page also includes your contact information and a team roster. The team page link is available to send from the communication area of the mobile view of MyUpward.org.

Team Pages can be accessed on MyUpward.org through the "Team" tab. A link to the Team Page will be under the team name and division.



UPWARD.ORG/COACH - Helps you learn more about sharing the gospel using the 3 Circles.

→ Play with Purpose

A coach can help develop not only a cheerleader but a person. That person has a long-term impact on the community, their family, and eternity. You coach, and they play with purpose. This relationship develops someone through a cheerleader development model that is remembered by the acronym M.A.S.S.

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, decisionmaking, 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.



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.



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.

SECTION 2

PRACTICE

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→ Invest in the team by preparing for practice

Your investment shows in the results each week. There are detailed practice plans for each week of the season found on MyUpward.org. These plans have been designed for each age group and include age-appropriate skill development and devotion material that progress through the season.

As the season continues, you may need to modify the plans based on what takes place in practices and the game. Be sure to always focus on the fundamentals of the sport. As you become more experienced, you may begin to include other resources for practice. Be sure to use the weekly devotion material as you design a practice.

Coaches are named as the top reason why parents and cheerleaders decide whether to return each season. Parents want to see organized and detailed practices.

→ Practice Breakdown

- ♦ 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)
- ♦ WARM-UPS AND STRETCHING (5-10 minutes)

- ◆ REVIEW AND FUNDAMENTALS This time is used to review basic fundamentals of cheer and previously learned material. This time may increase during the season as the amount of material they learn increases (10-20 minutes)
- ◆ PRACTICE DEVOTIONS Devotion time is where you continue ministry and share a lesson from the Bible. Take time to teach and listen. (8 minutes)
- NEW MATERIAL Incorporate new cheers, chants, or a 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)
- ◆ POST-PRACTICE MEETING Review and encourage practice at home. (2-5 minutes)

Don't forget to connect with families after practice.

→ 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)	Select a Welcome game to play (see page 38)	
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 40-43)	
Review and Fundamentals (10 min)	 K5-2nd Grade Motions: High Touchdown, Low Touchdown, High V, Low V, T Motion, Right L, Left L, Clasp (see pages 44-51) Teach the proper jump form and a Spread Eagle Jump. (see pages 54-56) 	
	 3rd Grade and Up 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 44-51) 	
	 Teach the proper jump form and a Spread Eagle Jump. (see pages 54-56) 	
Practice Devotion (8 min)	Practice 1 (see page 102)	
New Material (20 min)	 K5-2nd Grade Motion Drill 1 (see page 52) Chant: Select 1 Basic Level (see pages 73-76) 3rd Grade and Up Motion Drills 1 & 2 (see page 52) Chant: Select 1 Intermediate Level (see pages 77-79) 	
Post Practice Huddle (5 min)	 Remind your squad about skills learned at practice Update parents email addresses, phone numbers Hand out welcome letter and info on upcoming practice times Distribute practice cards at the end of practice and explain both sides of the card 	

PRACTICE 2See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 38)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 40-43)
Review and Fundamentals (10 min)	 K5-2nd Grade ♦ Review motion drill, chant, and jumps ♦ Teach a Tuck Jump (see page 54-56) ♦ Teach the following motions: Right Diagonal, Left Diagonal, Broken T, Candlesticks, Daggers, Right Punch, Left Punch, Clap (see pages 44-51) 3rd Grade and Up ♦ Review motion drills, chant and jumps ♦ Teach a Tuck Jump (see page 54-56)
Practice Devotion (8 min)	Practice 2 (see page 105)
New Material (20 min)	 K5-2nd Grade Motion Drill 2 (see page 52) Cheer: Select 1 Basic Level (see pages 59-62) 3rd Grade and Up Cheer: Select 1 Basic Level (see pages 59-62) Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 91-94)
Post Practice Huddle (5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out green practice star. Cheerleaders can display these on their megaphones or cheer poster.

PRACTICE 3See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 38)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 40-43)
Review and Fundamentals	 K5-2nd Grade and 3rd Grade and Up ♦ Review motion drills, chants, and jumps
(10 min)	♦ Teach a Toe Touch (see page 57)
	 Encourage your cheerleaders to use their cheer voices and to smile
Practice Devotion (8 min)	Practice 3 (see page 108)
New Material (20 min)	K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 73-76)
	 Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 87-90)
	3rd Grade and Up ◆ Chant: Select 1 Intermediate Level (see pages 77-79)
	 Dance: Same Intermediate Level from the previous week and learn the last 2 eight counts (see pages 91-94)
Post Practice Huddle (5 min)	Encourage practice at home
	Distribute practice cards at the end of practice
	Give out green practice star

PRACTICE 4See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 38)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 40-43)
Review and Fundamentals (10 min)	 K5-2nd Grade and 3rd Grade and Up ♠ Review cheers, chants, dance routines, and jumps ♠ Remind cheerleaders to show spirit after a cheer or dance ♠ Teach a Herkie Jump (see page 57)
Practice Devotion (8 min)	Practice 4 (see page 111)
New Material (20 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Dance: Same Basic Level as last week and learn last 2 eight counts (see pages 87-90) 3rd Grade and Up ◆ Chant: Select 1 Intermediate Level (see pages 77-79) ◆ Dance: Select 1 Intermediate Level and learn first 2 eight counts (see pages 91-94)
Post Practice Huddle (5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out green practice star Remember to spend time after practice building relationships with families

PRACTICE 5
See MyUpward.org for a detailed weekly Practice Plan.

See Myopward.org for a detailed weekly Flactice Flair.	
Welcome and Games (5 min)	Select a Welcome game to play (see page 38)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 40-43)
Review and Fundamentals	 K5-2nd Grade and 3rd Grade and Up ♠ Review cheers, chants, dance routines, and jumps
(10 min)	 Review cheer or dance and incorporate smiling and showing spirit after each routine
Practice Devotion (8 min)	Practice 5 (see page 114)
New Material (20 min)	K5-2nd Grade ♦ Chant: Select 1 Basic Level (see pages 73-76)
	 Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 87-90)
	3rd Grade and Up ♦ Chant: Select 1 Intermediate Level (see pages 77-79)
	 Dance: Same Intermediate Level from last week and learn the second 2 eight counts (see pages 91-94)
Post Practice Huddle (5 min)	 Encourage practice at home Distribute practice cards at the end of practice
	Give out green practice star
	• Remind parents about upcoming practices and games

PRACTICE 6See 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 pages 40-43)
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 6 (see page 117)
New Material (20-25 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Dance: Same Basic Level from last week and learn second 2 eight counts (see pages 87-90)
	 3rd Grade and Up Cheer: Select 1 Advanced Level (see pages 68-71) Chant: Select 1 Advanced Level (see pages 80-84)
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out green practice star

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 pages 40-43)	
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up ♠ Review all material learned and brush up from your game notes 	
Practice Devotion (8 min)	Practice 7 (see page 120)	
New Material (20-25 min)	 K5-2nd Grade ◆ Cheer: Select 1 Basic Level (see pages 59-62) ◆ Chant: Select 1 Basic Level (see pages 73-76) 3rd Grade and Up ◆ Cheer: Select 1 Advanced Level (see pages 68-71) ◆ Chant: Select 1 Advanced Level (see pages 80-84) 	
Post Practice Huddle (2-5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out green practice star 	

PRACTICE 8See MyUpward.org for a detailed weekly Practice Plan.

See Hyopmara.org for a detailed weekly Haddlee Hain	
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 pages 40-43)
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up ♠ Review all material learned and brush up from your game notes
Practice Devotion (8 min)	Practice 8 (see page 123)
New Material (20-25 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 91-94) 3rd Grade and Up ◆ Chant: Select 1 Basic Level (see pages 73-76) or Advanced Level Chant (see pages 80-84) ◆ Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 95-98)
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out green practice star

PRACTICE 9See 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 pages 40-43)
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up ♠ 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 ◆ Cheer: Select 1 Basic Level (see pages 59-62) ◆ Dance: Same Intermediate Level as last week and learn the second 2 eight counts (see pages 91-94) 3rd Grade and Up ◆ Cheer: Select 1 Basic Level (see pages 59-62) or Advanced Level (see pages 68-71) ◆ Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 95-98)
Post Practice Huddle (2-5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out green practice star

PRACTICE 10See 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 pages 40-43)	
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up ♠ 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 ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Chant: Select 1 Intermediate Level (see pages 77-79) 3rd Grade and Up ◆ Chant: Select 1 Advanced Level (see pages 80-84) ◆ Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 95-98) 	
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out green practice star 	

PRACTICE 11

See MyUpward.org for a detailed weekly Practice Plan.

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 pages 40-43)	
Review and Fundamentals (15-20 min)	 K5-2nd Grade and 3rd Grade and Up ♦ Review all material learned and brush up from your game notes 	
Practice Devotion (8 min)	Practice 11 (see page 132)	
New Material (20-25 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Chant: Select 1 Intermediate Level (see pages 77-79) 3rd Grade and Up ◆ Chant: Select 1 Basic Level (see pages 73-76) ◆ Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 95-98) 	
Post Practice Huddle (2-5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out green practice star Remind parents about upcoming final game 	

♦ NOTES

→ 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.

Warm-up routines are available in the practice plans 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:

- Choose fun music 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. Weekly practice plans include warm-up activities or you can choose to add music, move to the beat, and create a warm-up activity you will use at the 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: These can be done in one spot or moving forward. They 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. Motions that are sharp, tight, and clean 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, swinging, 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 and Arrow
One arm is in a Broken T while
the other arm is in a T motion.
(Pictured is a Right Bow and
Arrow.)



Buckets Both arms 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.



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



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



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



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



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



Hands Behind Head Hands behind the head with fists touching.



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



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



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



Side Lunge
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.



Ready Position
Feet are positioned shoulderwidth 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
Together
Feet together, high squat
position with hands on
knees, elbows out, and head
down.



Squat Feet Apart Feet wide in a 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.



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



Low Touchdown

Extend both arms straight
down.



High V
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.



Low V
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.



Left High VRight 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.



Right High V 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. Cheerleaders who know every motion often 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, you can increase the speed of the count. Below are two 8-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

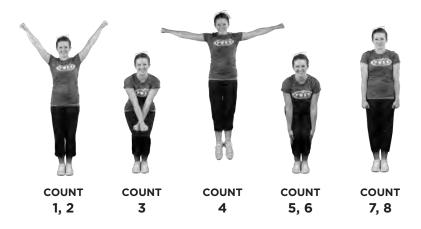
→ Jumps

Jumps are another key element of cheerleading. Performing jumps will help build your stamina, endurance, and flexibility. The following drills will help your cheerleaders to improve the height and form of their jumps. 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. Shown on the next two pages are examples of how to properly perform jumps. Note that the instructional videos use the intermediate counts found on page 57. Some cheerleaders may find it easier to use the basic counts for jumps.

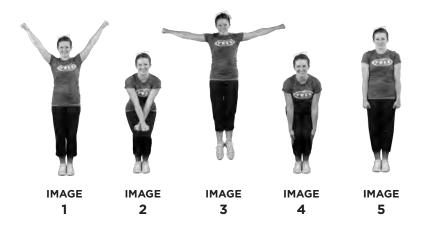
Cheerleading Counts (Basic)

- **1.** To begin the jump, stand in a clean position. Your feet should be together with your arms at your sides.
- 2. While in this position, you will count "5,6,7,8"
- **3.** Next, on count "1," bring arms into a High V as pictured. Hold the High V on count "2"
- **4.** On count "3," you will prepare to jump by swinging your arms down. As you bring your arms down, your knees should bend and your arms cross.
- 5. Count "4" is when you hit your jump.
- **6.** Land on count "5" with your feet together and arms held at your sides. Hold this for count "6"
- 7. On count "7," stand in a clean position and hold for count "8"



Cheerleading Counts (Intermediate)

- **1.** To begin the jump, stand in a clean position. Your feet should be together with your arms at your sides.
- 2. While in this position, you will count "5,6,7,8"
- 3. Next, clasp on count "1,2"
- **4.** On count "3,4" bring arms from clasp into a High V (Image 1)
- **5.** On count "5" you will prepare to jump by swinging your arms down. As you bring your arms down, your knees should bend and your arms cross. (Image 2)
- **6.** Hit your jump on count "6" (Image 3)
- **7.** Land on count "7,8" (Image 4)
- 8. Stand on count "1" (Image 5)



Note: Instructional videos on the Upward YouTube Channel use these counts.

Spread Eagle

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

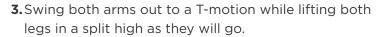
- 1. Arms in a High V and feet together.
- **2.** Swing arms around. Slightly bend your knees, placing your weight on the balls of your feet.
- **3.** Swing arms out and around to a High V, keeping your back straight. Spread legs with toes pointed, knees facing forward.
- **4.**Squeeze legs together 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.



- **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 cheers, chants, and dance routines from previous seasons on the Upward Sports YouTube page.

→ Cheers

It's 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 the cheers and chants provided in this book. Squads are encouraged to create their own cheers, too! If you do create your own cheers, remember to keep them 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 the cheer at full speed. Look for correct motion placement and sharpness, while emphasizing squad synchronization from the very beginning.
- 6.Do not move on without first perfecting technique.

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!" and other similar phrases. Have them practice three to four short phrases after every cheer.

HEY UPWARD

WORD	МОТІОП	
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	

	WORD	MOTION
(cont.)	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

LET'S GET UP, UPWARD FANS

WORD	MOTION	
Let's Get	Step right foot forward, daggers	
Up	Step left foot together with right, touchdown	
- PAUSE -	Jump, overhead clap	
- PAUSE -	Jump, overhead clap	
Up	Right high V	
Ward	Broken right high V	
Fans	Right high V	
Yell	Clasp	
Let's	Daggers	
Go	Right punch	
Let's	Daggers	
Go	Right punch	
Now Get	Step right foot forward, daggers	
Loud	Step left foot together with right, touchdown	
- PAUSE -	Jump and overhead clap	
- PAUSE -	Jump and overhead clap	
Up	Right high V	
Ward	Broken right high V	
Fans	Right high V	
Yell	Clasp	••

cont.)	·> Let's	Daggers
	Win	Left punch
	Let's	Daggers
	Win	Left punch
	One More	Step right foot forward, daggers
	Time	Step left foot together with right, touchdown
	- PAUSE -	Jump and overhead clap
	- PAUSE -	Jump and overhead clap
	Up	Right high V
	Ward	Broken right high V
	Fans	Right high V
	Yell	Clasp
	Let's	Daggers
	Go	Right punch
	Let's	Daggers
	Win	Left punch
	Let's	Daggers
	Go	Right punch
	Let's	Daggers
	Win	Left punch

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

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

*adjust for current season colors

DOWN THE FIELD

WORD	MOTION	ĺ
HEY CROWD	Right punch	(с
- 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	

tt.) 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

(cont. on next page)

DOWN THE FIELD (cont.)

WORD	MOTION
- 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

	1	
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	
ľm Katilyn	Punch and stand	

(cont.)	·> ні	Shuffle poms in a squat
	l'm Sarah	Punch and stand
	Н	High touchdown with feet apart
	E	Daggers
	L-L	Right L
	0	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

(cont.)

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

	LET'S GO	Right low V pump
	HOLD TIGHT	Left high V
	- PAUSE -	Clap
I	DEFENSE	Shuffle poms
	- PAUSE -	Clap
[DEFENSE	Clap above head
	- PAUSE -	Clap above head
	HOLD	Bow & arrow
	EM	Swith 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		

	WORD	MOTION
(cont.)	· > 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

	WORD	MOTION
(cont.)	- 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 Upward	Step right and right punch
:	- 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	Т
- 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	Т
	- 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.

FIRST DOWN

WORD	MOTION
First	Clasp
Down	Low V
First	Clasp
Down	Low V
Upward Let's Score a	Clasp
Touch	Squat, right dagger
Down	Stand up, right punch

REPEAT 2 MORE TIMES

GET TOUGH DEFENSE

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

GO FIGHT WIN

WORD	MOTION
Take It	Jump feet apart, daggers
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 GREEN AND GOLD

WORD	MOTION
Go	Ready position
Green*	Right T
Go	Clasp
Gold*	Left T
- PAUSE -	Clasp
C'mon	Clasp
Fans Yell	Clasp
Green and	Right T
Gold	Left T
REPEAT 2 MORE TIMES	

^{*}Adjust for current season colors

GO UPWARD GO

WORD	MOTION
	Feet together and clap
Upward	Feet apart, right punch
- PAUSE -	Squat and clap
Take	Feet together, right punch
Con-	Right dagger
Trol	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

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	

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
DEDE	AT 2 MODE TIMES

REPEAT 2 MORE TIMES

OFFENSE

WORD	MOTION
0	O motion
0	O motion down
0	O motion
Offense	High V
REPEAT 3 MORE TIMES	

OUR TEAM IS AWESOME

WORD	MOTION
Α	Right high V and step to the right
W	Broken right high V
Ε	Right high V
- PAUSE -	Clap with feet together
S	Left high V and step to the left
O-M	Broken left high V
Ε	Left high V
- PAUSE -	Clap with feet together
Awesome	High clap
- PAUSE -	High clap
Awesome	Low clap
- PAUSE -	Low clap
Our team is	Roll arms at Broken T level
Awesome	High V
- PAUSE -	Clap

STAND UP

WORD	MOTION
Hey	High V
- PAUSE -	Clasp
Go Upward	Low V
- PAUSE -	Clasp
Stand up	Daggers
And yell	Touchdown
Go	Clasp
Upward	Clasp

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	

UPWARD TEAM HAS SPIRIT

WORD	MOTION
Shout It Out	Right low V in a squat, left arm bent behind head
Let's Hear It	Left low V in a squat, right arm bent behind head
Upward Team	Low V / High V and shake poms
Has Spirit	High V / Low V and shake poms
- PAUSE -	Hold
REPEAT 2 MORE TIMES	

WE ARE

WORD	MOTION
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	

DEFENSE GET TOUGH

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

FIRST DOWN (RIPPLE CHANT)

•	
WORD	MOTION
First	(Ripple 1) Feet together
Down	(Ripple 1) Lunge, low V (hold)
First	(Ripple 2) Feet together and stand on toes, clasp
Down	(Ripple 2) Low V
Upward Let's Score A	Touchdown
Touch	Squat, right dagger
Down	Stand, right punch

MOVE THAT BALL FOR A T.D.

REPEAT 2 MORE TIMES

WORD	MOTION
М	Daggers and step to the right
0	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
FORAT	T and step to the left
D	Left punch and step to feet together
PAUSE	Hold

MOVE THAT BALL OFFENSE

WORD	MOTION
М	Hands by side / Hands behind head with feet apart
0	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

WORD	мотіол
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

SCORE SIX (RIPPLE CHANT)

WORD	MOTION
Score	(Ripple 1) Step back with right foot, right candlestick across body
Six	(Ripple1) Right high V (hold)
Score	(Ripple 2) Step back with right foot, right candlestick across body
Six	(Ripple 2) Right high V
Take that	Step out and clasp
Ball and	Clasp
Score	Clasp
Six	High V

STOP THAT BALL

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

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

UPWARD LET'S GO-GO

WORD	MOTION
G	Clasp
G	Right punch
0	Т
0	High O
Upward	Clasp
Let's	Clasp
Go	Pump to a right high V*
Go	Pump right high V

REPEAT 2 MORE TIMES

YELL W-I-N

ION

REPEAT 2 MORE TIMES

^{*} To pump your arm, bring it to a broken right high V and immediately back to a right high V

^{*} To "stack" a broken T, bring both motions of the broken T in, with the right arm above the left arm.

BREAK THROUGH DEFENSE

WORD	MOTION
В	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

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

DEFENSE SHUT THEM DOWN

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
1	Right arm across stomach and left arm behind back
G	High V
Н	Break high V and squat
Т	High V with feet together
Fight	Swing arms in
For	Hands behind head
The Vic-	Punch and step forward
to-	break punch to a dagger
ry	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
FIRST	High V with foot in front
PAUSE	Roll arms while foot slides around
AND TEN	Low V with foot behind
PAUSE	Clap with feet togther
REPEAT 2 MORE TIMES	

HOLD THAT LINE

WORD	MOTION
Н	Right T across body
0	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 -	Feet 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

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
Нуре	Stand and daggers
lt up	Right punch
REPEAT 2 MORE TIMES	

TAKE IT TO THE GOAL LINE

WORD	MOTION
OFFENSE	O with feet apart
- PAUSE -	Swing and dip
DON'T WASTE	O with feet together
YOURTIME	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
Т	T and step forward (ripple 1)
D	Daggers and spin bringing feet together (ripple 1)
Т	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 lt	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 8 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, including Pom, Halftime, and Time Out Dances.

POM DANCE: Pom dances are eight 8 counts that can be performed during one-minute timeouts or for halftime. Pom dances are three 8 counts of cheer motions followed by one more 8 count of transitions repeated twice for a total of eight 8 counts. Pom dances include formation changes, level changes, and ripples in a cheer-motion style with poms.

HALFTIME DANCE: Halftime dances are eight 8 counts that can be performed during one-minute timeouts or for halftime. Halftime dances are four 8 counts of unique dance motions that are repeated twice for a total of eight 8 counts. Halftime dances include level changes, footwork, and floor work in a dance style.

TIME OUT DANCE: Timeout dances are the simplest of all dances and can be performed during 30-second timeouts. The intro to all timeout dances begins with one 8-count clapped out, followed by one 8-count dance that is repeated three times for a total of four 8 counts. Timeout dances include level changes and ripples in a dance style.

Feel free to modify cheers, chants, and dances to fit the skill level of 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	

	EIGHT COUNT 3	MOTION
(cont.)	·· > 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	
F.	PEPEAT FIGHT COUNTS 1-4

REPEAT EIGHT COUNTS 1-4 ONE MORE TIME Pop right foot and point with right arm

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	•…

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

Clean with poms by side Transition in T and shake poms	EIGHT COUNT 4	MOTION
Transition in T and shake poms	1	Clean with poms by side
	2	
1	3	Transition in T and shake poms
	4	
5 Transition in broken T and shake poms	5	Transition in broken T and shake poms
6	6	
7 Stop and hit daggers	7	Stop and hit daggers
8	8	
AFTER TRANSITION, REPEAT EIGHT COUNTS 1-3	AFTER TI	RANSITION, REPEAT EIGHT COUNTS 1-3
END Right pom in front of chest	END	Right pom in front of chest

VIBIN

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		• • • • •	

	EIGHT COUNT 3	мотіол
(cont.)	1 رٍ⊷	(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	
AFTE	R TRANSITION, REPEAT EIGHT COUNTS 1-3

END Poms behind head and left knee popped

EIGHT COUNT 1	MOTION
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

EIGHT COUNT 2	MOTION	
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		• • • •

	EIGHT COUNT 3	мотіол
(cont.)	·> 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	

EIGHT COUNT 4	MOTION
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

HEY

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	

	EIGHT COUNT 3	MOTION
(cont.)	→ 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

Pop left knee with poms behind head

END

INTERMEDIATE LEVEL DANCE ROUTINE

MUST BE THE KICKS

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	Т
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	

	EIGHT COUNT 3	MOTION
(cont.)	· > 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 A	MOTION
-4	
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 3	мотіон
(cont.)	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 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

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 T	RANSITION, REPEAT EIGHT COUNTS 1-4
END	Hug and step back with right leg

RISE UP (special halftime dance)

EIGHT COUNT 1	MOTION
1	Hug and squat
2	
3	Т
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	

	EIGHT COUNT 3	MOTION
(cont.)	· > 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
AFTI	ER 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	МОТІОМ
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
AFT	ER TRANSITION, REPEAT EIGHT COUNTS 1-3
END	Cross arms

KIND OF LOVE

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

	EIGHT COUNT 3	MOTION
(cont.)	→ 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

	EIGHT COUNT 3	мотіол
(cont.)	→ 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	мотіон
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 T	RANSITION, REPEAT EIGHT COUNTS 1-3
END	Feet apart with poms up by hips

WARRIOR

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	Т	
6	Shake poms to the left	
7		
8	Squat over left knee	

	EIGHT COUNT 3	MOTION
cont.)	· > 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	

SECTION 3

PRACTICE DEVOTIONS

BIBLICAL THEMES

DAVID

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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 NUMBER	BIBLICAL THEME	VERSE
Week 1	A King for Israel	But the people refused to listen to Samuel's warning. "Even so, we still want a king," they said. 1 SAMUEL 8:19 (NLT)
Week 2	God Sees the Heart	People judge by outward appearance, but the Lord looks at the heart. 1 SAMUEL 16:7B (NLT)
Week 3	The Singing Shepherd	The Lord is my shepherd; I have all that I need. PSALM 23:1 (NLT)
Week 4	Facing the Giant	David replied to the Philistine, "You come to me with sword, spear, and javelin, but I come to you in the name of the Lord of Heaven's Armies." 1 SAMUEL 17:45A (NLT)
Week 5	Faithful Friends	A real friend sticks closer than a brother. PROVERBS 18:24B (NLT)

PRACTICE NUMBER	BIBLICAL THEME	VERSE
Week 6	On the Run	Commit everything you do to the Lord. Trust him, and he will help you. PSALM 37:5 (NLT)
Week 7	King David	Your house and your kingdom will continue before me for all time, and your throne will be secure forever. 2 SAMUEL 7:16 (NLT)
Week 8	Good News	Have mercy on me, O God, because of your unfailing love. Because of your great compassion, blot out the stain of my sins. PSALM 51:1 (NLT)
Week 9	Keeping a Promise	But to all who believed him and accepted him, he gave the right to become children of God. JOHN 1:12 (NLT)
Week 10	Songs of Praise	I will praise you, Lord, with all my heart; I will tell of all the marvelous things you have done. PSALM 9:1 (NLT)
Week 11	After God's Heart	And you must love the Lord your God with all your heart, all your soul, all your mind, and all your strength. MARK 12:30 (NLT)



Scouting Report | Coaches, here's an inside look at this week's devotion.

• Background: This season, our devotions will focus on the story of David. David is one of the most important characters in the Old Testament, with more chapters relating to him than any other person. The Bible goes into great detail about his story, which features political intrigue, military feats, and complicated relationships—much more than can be exhaustively covered here. Instead, our purposes will be to 1) introduce the athletes on your team to the character of David in a way that is helpful for a deeper understanding of the Bible, 2) show how God was at work in David's life, and 3) draw out important lessons we can learn from David's story.

This first devotion will set the stage for David's entrance into the biblical narrative. The tribes of Israel were settled in the promised land of Canaan, but they had not driven out all the other hostile nations from the land as God had commanded. Because of this, they continued to have enemies raiding their villages and trying to gain control of Israel's land. Israel was still a theocracy under God, but the tribal leaders came to Samuel, a prophet and judge, with a request. They wanted a king like the other nations. The irony is that God, the greatest king, had chosen them as His special people, set apart from all other nations. Nevertheless, God allowed them to choose a monarchy like the nations around them. Saul, the first king of Israel, was a fascinating character. At first, he seemed like an impressive choice for king. But when Samuel came to declare his kingship publicly, Saul was found hiding among the baggage (1 Samuel 10:22). This has sometimes been interpreted as humility on Saul's part, but perhaps this is foreshadowing-because after an initial time of success under God, the rest of Saul's reign was fraught with insecurity and fear. When it came down to it, Saul did not trust God, and that would be his downfall. And his downfall would lead to David's rise.

 Big Picture: For more insight, read 1 Samuel 8-15. If you don't own a Bible, you can download the YouVersion Bible App for free.



- Encouragement: How do Saul and David contrast? How do they compare? These are important questions to consider as we study David's story from 1 and 2 Samuel this season. One clear difference is that Saul is often driven by insecurity, worrying about what other people will think. Meanwhile, David is usually driven by integrity and is most often concerned about what God will think. God is looking for integrity and devotion to Him rather than being impressed by the things people are most often impressed by.
- · Coach's Question for Reflection: What is holding me back from fully trusting God?

Practice Devotion | Share This With Your Team

KEY VERSE

But the people refused to listen to Samuel's warning. "Even so, we still want a king," they said. 1 Samuel 8:19 [NLT]

This season, we're going to be learning about someone named David, who is a very important character in the Bible. We can read about David's story in the books of 1 and 2 Samuel in the Old Testament. But before we get to his story, I want to tell you about what was happening right before David's story began.

The nation of Israel was God's chosen people. The Bible, especially the Old Testament, tells us how God was at work throughout the history of Israel. Not long before David was born, God allowed Israel to have their first king. Before this, Israel did not have a king. They were supposed to be following God as their king, but they weren't very good at that. The Bible says that during this time, "all the people did whatever seemed right in their own eyes." (Judges 21:25b, NLT)

The Israelites did not fully trust God to take care of them, even though He'd always protected them. All the other nations around them had kings, and they wanted to have a king, too.

ASK (K-2nd Grade): What does a king do?

ASK (3rd Grade and up): Why do you think the Israelites wanted a king?

God told the prophet Samuel to warn Israel about what it would mean to have a king. A king could take the best of their land, crops, and animals. He could draft them into the army. He could make them pay taxes. If they had a king, they would have to serve him.

"But the people refused to listen to Samuel's warning. 'Even so, we still want a king,' they said. 'We want to be like the nations around us. Our king will judge us and lead us into battle.'" (1 Samuel 8:19-20. NLT)

ASK (All Ages): Have you ever wanted to fit in more with the people around you? Why is that not always the best thing?

God allowed Israel to have a king. A man named Saul, who was taller than everyone else in Israel, was chosen. At first, King Saul followed God and won battles with God on his side. But then, King Saul started doing things his way instead of God's way. He worried more about what the people around him wanted instead of what God wanted. So, God took His blessing away from Saul.

ASK (All Ages): Why is it better to do things God's way instead of our way?

The prophet Samuel told Saul, "Now your kingdom must end, for the Lord has sought out a man after his own heart. The Lord has already appointed him to be the leader of his people, because you have not kept the Lord's command." (1 Samuel 13:14, NLT)

ASK (All Ages): God said he would now choose a king who would be a man after his own heart. What do you think that means?

Later in 1 Samuel, it becomes clear that David was the man after God's own heart. He was the one that God chose to be the new king. For the rest of this season, we'll be learning about who David was and how God worked in his life. We'll learn what it means to be someone after God's own heart. For right now, I'll tell you this: someone after God's heart is a person who loves God and wants to follow Him more than anything. This is the kind of person I want to be and the kind of person I hope you'll want to be, too.

LET'S PRAY

God, thank You for our team and for bringing us all together. Please help us have an awesome season where we grow as athletes and learn a lot about You. Teach us what it looks like to be people who are after Your heart. We love You, Lord. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 1" at the end of practice.

Green Practice Star Reminder: If your league uses green practice stars, remember to distribute one to every athlete at the end of practice.



Scouting Report | Coaches, here's an inside look at this week's devotion.

- Background: One thousand years before some humble shepherds met the King of Kings in Bethlehem, another humble young shepherd was anointed king in Bethlehem. Anointing is not a familiar practice in our culture, but according to The Bible Project, "Ancient Israel shared with its cultural neighbors the practice of pouring modified oil on the heads of individuals as a way of marking them and setting them apart for a sacred and special task. This practice is called 'anointing,' and it was something that was done to kings, priests, and holy objects in ancient Israel." The anointed person or object served as a kind of bridge between heaven and earth. What is strange is that David was anointed to be king, even though his predecessor, Saul, had also been anointed and was still alive and serving as king. Unfortunately, Saul had failed several tests as the anointed one, and God sent Samuel to find a new king who would follow Him—David. God's words about Eliab, David's older brother, in 1 Samuel 16:7, could also be applied to Saul. God had seen Saul's heart and found him lacking in fulfilling this special role. On the other hand, David was humble and ready to serve God alone rather than his own interests.
- Big Picture: For more insight, read 1 Samuel 16:1-13; Matthew 23:27-28; Psalm 139.
- Encouragement: "O Lord, you have examined my heart and know everything about me. You know when I sit down or stand up. You know my thoughts even when I'm far away. You see me when I travel and when I rest at home. You know everything I do. You know what I am going to say even before I say it, Lord. You go before me and follow me. You place your hand of blessing on my head. Such knowledge is too wonderful for me, too great for me to understand!" Psalm 139:1-6 (NLT)
- Coach's Question for Reflection: Am I quick to judge based on appearances? How can I look at other people from God's perspective?

Practice Devotion | Share This With Your Team

KEY VERSE

People judge by outward appearance, but the Lord looks at the heart. 1 Samuel 16:7b (NLT)

Bottom Line: God cares about what's in our hearts.

Last practice, I told you that we will be learning about a guy named David this season. David's story in the Bible actually begins when David wasn't much older than you are now. David was the youngest in his family, with seven older brothers. His main responsibility was taking care of the family's sheep and goats.

One day, while David was hanging out in the fields with the animals, a famous prophet of God named Samuel came to David's town. David's father, Jesse, and all of David's brothers met Samuel. God had told Samuel to anoint a new king from among Jesse's sons.

ASK (All Ages): What comes to mind when you think of what a king might look like?

Jesse introduced Samuel to his older sons. They were grown men, big and strong. Samuel took one look at David's oldest brother and thought he must be the one God wanted to be king.

"But the Lord said to Samuel, 'Don't judge by his appearance or height, for I have rejected him. The Lord doesn't see things the way you see them. People judge by outward appearance, but the Lord looks at the heart." (1 Samuel 16:7, NLT)

ASK (3rd Grade and up): What do you think this verse means?

God wasn't impressed by how tall and strong the oldest brother looked. Instead, God knew what the oldest brother was really like as a person. God knew his character. He knew he would not be a good king who would do his best to follow God.

"Then Samuel asked, 'Are these all the sons you have?' 'There is still the youngest,' Jesse replied. 'But he's out in the fields watching the sheep and goats.'" (1 Samuel 16:11a, NLT) Jesse hadn't even thought to include David with the rest of the family! But they finally sent someone to get David, and when he arrived. God told Samuel, "This is the one."

ASK (All Ages): God rejected David's older brothers because he could see that their hearts did not belong to Him. What does it tell us about David that God chose him instead?

Samuel anointed David by pouring a special olive oil over his head. This might sound kind of strange to us today, but in the time of the Old Testament, it was a way to mark someone as special. It wasn't time for David to be king just yet, but his anointing showed that he was set apart to be king in the future.

PRACTICE 2 (CONTINUED) DAVID

UPU#AD

David was just a teenager when all this happened. He was used to being unimportant, an afterthought in his family. He spent more time with sheep and goats than with important people. He wasn't big and physically impressive like his brothers. He was just a kid. But God chose David because he knew David's heart. He knew that David was the right person to be king because David loved God and wanted more than anything to follow Him.

ASK (All Ages): What's more important to God, how we look on the outside or who we are on the inside?

ASK (3rd Grade and up): What can this story teach us about how we should look at other people? Should we judge based on appearance or on other things?



God, we're so glad that You see who we really are on the inside. Thank You for loving us and caring about who we are and who we will become. Help us to see other people as You see them. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 2" at the end of practice.



- Background: After God rejected Saul, the king went through depressive moods, exacerbated by an evil spirit. It was suggested that music might help ease his mind. One of Saul's advisors knew David was a skilled harpist, and the young man was brought to Saul's palace. David's music helped Saul—and Saul, for however brief a time, liked David, and the young man became both his music therapist and armorbearer. "Though today we typically think of David as a harpist, he actually played a lyre . . . A fingerboard made it possible for strings to play multiple pitches." (Becky Lombard, "With Harp and Lyre: Musical Instruments in the Old Testament," Holy Land Illustrated Bible) For a time, Saul was soothed by the music of the one who would soon be the subject of his jealousy and rage. David, meanwhile, got an introduction to the royal court and to the daily life of a king. However, it seems that he split his time between Saul's court and his family homestead in Bethlehem. He served as a skilled musician and young courtier, as well as a family shepherd who fiercely protected his animals.
- Big Picture: For more insight, read 1 Samuel 16:14-23; 1 Samuel 17:32-37; Psalm 23.
- Encouragement: The idea of God as a shepherd isn't limited to Psalm 23. In John 10:1-18, Jesus describes Himself with similar imagery. He says, "I am the good shepherd. The good shepherd sacrifices his life for the sheep." (John 10:11, NLT) God loves us, cares for us, and watches over us like a shepherd.
- Coach's Question for Reflection: What talents and experiences has God given me that I can use to bless others?

KEY VERSE

The Lord is my shepherd; I have all that I need. Psalm 23:1 (NLT)

Bottom Line: I can use my talents and abilities to serve God and others.

Last practice, we talked about how a young man named David was anointed by the prophet Samuel. He was special and set apart by God. One day, he would be king. But not just yet. Today, we're going to talk about some of the things David did in the meantime.

David was a shepherd. But he didn't just babysit his family's sheep and goats. He protected them from lions and bears. He was brave and strong. These things would help him become a fierce warrior later on. But David was also thoughtful and musical. He played an instrument like a harp and wrote amazing songs that expressed his emotions.

ASK (All Ages): What are some things you're really good at?

When Saul, the current king of Israel, was feeling down, his servants had an idea. "One of the servants said to Saul, 'One of Jesse's sons from Bethlehem is a talented harp player. Not only that—he is a brave warrior, a man of war, and has good judgment. He is also a fine-looking young man, and the Lord is with him." (1 Samuel 16:18, NLT) So they sent for David to come and play the harp for the king. When David played, Saul would feel better.

ASK (3rd Grade and up): Why do you think God gave David a talent that led to him spending time serving the current king?

David's talents and abilities helped prepare him to be king. Because he was a protective shepherd and a mighty warrior, David would be able to lead the people of Israel in battle on multiple occasions, trusting that God would help them be victorious. Because he was a musician and songwriter, he was able to help others (like Saul) with his music and write many songs of worship to God.

ASK (All Ages): How can you use the talents and abilities God has given you to bless other people and serve God?

One of the places where David's experience as a shepherd and a songwriter come together is in one of his most famous songs, Psalm 23. Here, David compares God to a shepherd. He writes, "The Lord is my shepherd; I have all that I need. He lets me rest in green meadows; he leads me beside peaceful streams. He renews my strength. He guides me along right paths, bringing honor to his name." (Psalm 23:1-3, NLT)

David the shepherd knew that God was like our shepherd. He takes care of us, comforts us, gives us gifts we can use to serve Him and others, guides us, and prepares us for the future. We have so much to be grateful for.

God, thank You for being our shepherd, for watching out for us and protecting us. Thank You for the different talents and abilities You have given us. Show us how we can use them to serve You and others. Amen.

> Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 3" at the end of practice.



- · Background: The Philistines were antagonists of Israel throughout much of David's story. They occupied some of the land God had intended for the Israelites to conquer when they took possession of the promised land, including a major trade route. The Philistines were technologically advanced for the time and had iron weaponry, while Israel did not, Goliath's challenge to King Saul's army was a common style of warfare. The Hebrew word translated champion here literally means the man between two (armies). "The role of this man in the middle was to engage a champion from the opposing army in single combat, with the understanding that the outcome would decide the fate of the respective armies. The outcome was deemed to represent the will of the gods." (V. Phillips Long, 1 and 2 Samuel) When Goliath challenges the army of Israel, he is also challenging the God of Israel. Yet every one of Israel's warriors is too afraid to step up. There is a distinct lack of trust in God in the camp. When David arrives, he seems bewildered at their inaction and fear. Though he is young, he is absolutely confident that God will bring the victory. He takes courage in God rather than weapons, armor, or even himself. "As far as David is concerned, his action was a sign not of his own greatness, but of God's power. It would indicate to everybody, Philistine and Israelite alike, the extent of God's sovereignty and that he did not need army, armour or armaments to defend his cause." (Mary J. Evans, The Message of Samuel)
- Big Picture: For more insight, read 1 Samuel 17.
- Encouragement: "Goliath is not really the problem here. A leather strap and a little rock can fix him. The real menacing giant in this story is the unbelief that dominates the hearts of God's people." (Heath Thomas and J.D. Greear, Christ-Centered Exposition: Exalting Jesus in 1 & 2 Samuel) The next time you find it difficult to face your fears and obey God, examine your own heart. How do your fears stack up against God?
- Coach's Question for Reflection: Do I find courage and confidence in God or in other things?

KEY VERSE

David replied to the Philistine, "You come to me with sword, spear, and javelin, but I come to you in the name of the Lord of Heaven's Armies." 1 Samuel 17:45a (NLT)

Bottom Line: God can do amazing things, and I can trust in Him.

ASK (All Ages): Today, we're going to talk about one of the most famous stories in the Bible. Can anyone guess what it might be?

We're talking about David and Goliath! In our culture today, David versus Goliath is often used to describe an underdog going up against the top dog. This comes from a story in the Bible. King Saul and his army were camped on a hill across from the Philistine army. The Philistines had invaded Israel's territory and wanted to conquer them. But rather than fight a normal battle, the Philistines sent out their secret weapon: Goliath. Goliath was a big guy-up to 9 feet tall! He looked so big and strong that all the Israelite soldiers were scared of this one guy!

Every day for 40 days, Goliath would walk around in the valley between the two armies, trash-talking the Israelites. He said that instead of the two armies fighting, Israel could send just one of their warriors out to fight him alone. Whoever won would automatically conquer the enemy's whole army. But no one in all of Saul's army volunteered to fight Goliath. They were all too afraid.

David's three oldest brothers were in Saul's army, and David's dad sent him to their camp with some food. When David realized what was happening, he told Saul not to worry about Goliath-David would go fight him. In a whole army full of soldiers, David, the young shepherd, was the only one brave enough to volunteer to fight Goliath. Saul wasn't so sure about it, but David told him how he had defeated a lion and a bear while watching his father's sheep. Saul decided to let David give it a try. He gave David his own armor.

ASK (All Ages): Does anyone know what happened next?

David wasn't used to the king's armor, so he took it off. "He picked up five smooth stones from a stream and put them into his shepherd's bag. Then, armed only with his shepherd's staff and sling, he started across the valley to fight the Philistine." 1 Samuel 17:40 (NLT)

Goliath was not impressed by puny little David coming to face him without so much as a sword. He kept trash-talking. But David moved forward. He said to Goliath, "You come to me with sword, spear, and javelin, but I come to you in the name of the Lord of Heaven's Armies-the God of the armies of Israel, whom you have defied." (1 Samuel 17:45, NLT)

ASK (All Ages): What does this tell us was on David's mind when he was heading out to face Goliath?

David's motivation for facing Goliath was not his own fame or glory. His motivation was to protect the people of Israel and defend the name of God. Goliath couldn't get away with acting like he was bigger and better than God and His people. David also knew this wasn't something he could do on his own—this was something God would have to do through him. Goliath would fight with all the weapons of war, but David had God on his side. He was confident that he could win.

David reached into his bag, took out one of the stones, and put it in his sling. He wound up and let go, and the stone flew through the air until it hit Goliath right in the forehead, knocking him down. Goliath was dead, and David had won. The rest of the Philistines ran away, and the Israelite army gave a shout and chased them.

ASK (All Ages): Why do you think David had enough confidence and courage to face Goliath when no one else did?

David trusted in God. He knew that God would be with him and would give him the victory. Instead of going along with what everyone else was doing, David was concerned with doing what God wanted.

God wants to do amazing things in your life, too. He wants you to trust in Him and realize that He is with you. When you go into a situation that might be difficult or scary, think about what God would want you to do. Be confident in Him, and let Him show you the amazing things He can do.



God, thank You for being with us and for helping us face the big and scary things in life. Help us to trust in You and have confidence in You. Help us choose to follow You instead of following other people. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 4" at the end of practice.



- Background: In 1 Samuel, Jonathan often appears as the opposite of his father, Saul. Saul is fearful and self-centered. Jonathan is brave and self-sacrificing. Saul makes promises that he does not keep. Jonathan keeps his promises. Saul grows to hate David and lets jealousy control him. Jonathan adores David and protects him from Saul. Jonathan, as Saul's firstborn son, would likely have been heir to the throne of Israel after his father died—so he had much more to lose than Saul did should David be crowned king. But Jonathan has no problem accepting David as God's chosen king. He even assures David of his support, saying, "You are going to be the king of Israel, and I will be next to you." (1 Samuel 23:17, NLT) Though we know David cares for his friend Jonathan, it is more so Jonathan who stands out as an extraordinary friend in 1 Samuel through his words and actions. He accepts God's will and proves to be a loyal ally to David when he desperately needs one.
- Big Picture: For more insight, read 1 Samuel 18:1-4, 19:1-7, 20:1-42, 23:15-18. See also 1 Samuel 13:23-14:46 for a deeper look into Jonathan's character.
- Encouragement: Everything the Bible tells us about Jonathan implies that he would have made a great king. However, his father's decisions made this impossible. As a testament to his character, Jonathan doesn't appear bitter toward God, David, or even Saul. Instead, he serves as a great support for David, the future king. Jonathan is a great example for us when we experience rejection or are tempted to be jealous.
- Coach's Question for Reflection: What does friendship mean to me? How can I be a better friend?

KEY VERSE

A real friend sticks closer than a brother. Proverbs 18:24b (NLT)

Bottom Line: I can be a good friend.

ASK (All Ages): Tell us about a really good friend of yours. What makes them a good friend?

After David defeated Goliath, he met Saul's son, Jonathan. David and Jonathan hit it off and became great friends. David also became very popular among the people. Saul put him in charge of the army, and David won great victories. The people sang songs about him. This made Saul jealous to the point of wanting to kill David. He thought David was after his throne.

Jonathan was Saul's firstborn son, which meant that he would likely have become king after his father died if God had not chosen David to be the next king. But even though Jonathan had a lot to gain from David's death, he was on David's side.

ASK (All Ages): Can you think of a time when one of your friends sacrificed something for you? What did they do? How did that make you feel?

Jonathan tried many times to convince his father not to go after David, but Saul wouldn't listen. Eventually, David realized he may have to go on the run. He and Jonathan came up with a plan. Jonathan would speak to the king about David to see if it would be safe for David to return to the palace and would let David know about Saul's reaction.

When Jonathan spoke to his father about David, the king grew so angry that he tried to throw a spear at Jonathan, his own son! That convinced Jonathan that there was no hope for the situation. He went out to where David was hiding and let David know that he would have to leave for good. The two friends said goodbye and gave each other a big hug. "At last Jonathan said to David, 'Go in peace, for we have sworn loyalty to each other in the Lord's name. The Lord is the witness of a bond between us and our children forever." (1 Samuel 20:42a, NLT)

Even though David and Jonathan could have been enemies, they stayed true to their friendship with one another. Jonathan even put his life on the line for David.

ASK (All Ages): How do you think God wants us to treat our friends?

God wants us to be faithful friends to one another. He wants us to look out for each other and be there for each other in hard times. He wants us to love one another as we love ourselves and to treat one another as we want to be treated.

Later, when Saul was trying to hunt down David, God wouldn't allow Saul to find David.

But Jonathan did find David, and he spent time encouraging his friend to stay strong in his faith in God. Jonathan was a great friend.

ASK (All Ages): How can you encourage a friend this week?



God, thank You for our friends. You knew how much we would need each other. Teach us how to be great friends to one another. Help us be there for our friends when they need us most. Thank You for being a great friend to all of us. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 5" at the end of practice.



- · Background: First Samuel 21-31 describes the complex web of events during David's time as a fugitive from Saul. David and his entourage of outcasts might make us think of the adventures of Robin Hood and his merry men. David's priority certainly seemed to be saving his own skin, but when he heard that the Philistines were raiding an Israelite town, he asked God if he should come to their aid, and God said he should, so David rescued them, Later, David and his men would end up staying in the town of Ziklag, in Philistine territory, in alliance with a Philistine king. However, David deceived the king and attacked Israel's enemies rather than Israel on his raids. When David cut the corner from Saul's robe in the cave at En-Gedi. it pointed back to a moment between Saul and Samuel in 1 Samuel 15, in which a desperate Saul, whom God had rebuked for his sin, clung to Samuel's robe until it tore. Samuel responded, "The Lord has torn the kingdom of Israel from you today and has given it to someone else—one who is better than you." (1 Samuel 15:28b, NLT) So, David tearing Saul's robe is symbolic, as David was indeed the one to whom God would give the kingdom of Israel after it had been torn from Saul. In the second incident where David spared Saul, Saul's stolen spear is also symbolic of his kingship. David returned the spear, showing yet again that he would not take the kingdom from Saul by force.
- Big Picture: For more insight, read 1 Samuel 22:1-2; 1 Samuel 23-24, 26; Psalm 37:5.
- Encouragement: "Saul could still have known God's blessing, not as the founder of a dynasty but as a mentor for David, but he threw away the opportunity." (Mary J. Evans, *The Message of Samuel*) Saul is a good example of how *not* to respond when things don't go our way. Even if we have disobeyed God in the past and must live with the consequences, we can choose not to go the way of Saul. We can choose to do things differently in the future.
- Coach's Question for Reflection: When do I find it the most difficult to trust in God?

KEY VERSE

Commit everything you do to the Lord. Trust him, and he will help you. Psalm 37:5 (NLT)

Bottom Line: I can trust God even in tough times.

This season, we've been learning all about David from the Bible. The next part of David's story was a very challenging time for him. Remember, David had been anointed as the next king of Israel, but he wasn't king yet, and the current king, Saul, was jealous of David and was convinced that David was trying to take his throne and kill him. So, David went from playing the harp and winning battles for Saul to running from Saul because the king wanted him dead.

ASK (All Ages): How do you think David felt during this time?

David tried to find a place where he would be safe from Saul, but it seemed like he wasn't safe anywhere. People betrayed him and told Saul where he was. David started hiding in caves out in the middle of nowhere. The Bible says, "Then others began comingmen who were in trouble or in debt or who were just discontented—until David was the captain of about 400 men." (1 Samuel 22:2, NLT)

David now had a group of other outcasts around him. Over time, David must have trained them well because later, they became known as David's mighty men. David and his mighty men hid in the wilderness for several years, living in caves and even taking shelter with former enemies. At times, they fought to protect the Israelite people. All the while, Saul was still chasing David. But the Bible says that God would not let Saul find David.

ASK (All Ages): How did God protect and provide for David during this difficult and scary time?

One day, while Saul and his army were hunting David, they stopped for a break near the very same cave where David and his men happened to be hiding. Saul went into the cave by himself, unaware that David was nearby. Some of David's men urged him to take the opportunity to kill Saul. But David refused, Instead, he snuck up behind Saul and cut off the corner of his robe.

Later, David came out of the cave and shouted to Saul. He showed the piece of Saul's robe and told Saul to stop listening to anyone who was telling Saul that David wanted him dead. David said, "May the Lord judge between us. Perhaps the Lord will punish you for what you are trying to do to me, but I will never harm you." (1 Samuel 24:12, NLT)

ASK (3rd Grade and up): Why do you think David refused to harm Saul?

David respected that Saul was the current king. David trusted in God enough to be confident that God would make David king according to His timing. It wasn't right to become king by force if that meant taking Saul down. David knew that God was with him, and he trusted in God's plans.

Saul and his men left after David proved he didn't want to hurt Saul. But the peace didn't last very long. Later on, Saul and his army came hunting for David once again. But David found Saul first. He and one of his soldiers snuck into Saul's camp while everyone was sleeping. They stole Saul's spear and water jug from right beside him. Once they were far enough from the camp, David called out and revealed what he had done. Once again, he could have killed Saul, but he didn't.

The biggest difference between David and Saul was their trust in God. David trusted and followed God. Saul had disobeyed God in the past and continued to go against God by trying to hunt down the person God had chosen to be king after him. He didn't trust God enough to give David the throne—or even just to leave him alone!

Like David, we can learn to trust in God in the good times and in the tough times. We can be confident that God is with us and will help us no matter what we face. Trusting in God means doing things His way instead of our way. Sometimes, it means letting go of things we really, really want—like Saul and his kingdom. We need to trust that God will work everything out according to His good plans.

ASK (All Ages): When is it the most difficult to trust God?

LET'S PRAY

God, we believe in You and trust that You are with us in the good and bad times. Help us not to give in to fear or jealousy or pride. Instead, help us follow You and do things Your way, even when it takes time to see how Your plans will work out. We love You, Lord. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 6" at the end of practice.



• Background: First Samuel ends with the deaths of Saul and Jonathan, and 2 Samuel begins with David hearing this news. David was able to ascend to the throne of his own tribe of Judah with ease, but Saul's surviving son Ish-bosheth was placed on the throne of Israel (consisting of all the other tribes). Civil war and brutal assassinations (not approved of by David) ensued until finally, the tribal leaders came to David and made him king over all of Israel and Judah, as Saul had been. God's anointed one was now king.

Second Samuel 7 is the high point of David's life and one of the most important chapters in the Old Testament. Though the term covenant is not used in the text, this is known as the Davidic covenant, and it has similarities to the Abrahamic covenant in Genesis and the Israelite covenant in Exodus. A word used throughout 2 Samuel 7 is the Hebrew word bayit or "house." The wordplay is apparent in both the original Hebrew and in English, as this term is used to refer to David's palace and to a temple, but also to David's family and dynasty. God denies David's request to build His temple for several reasons, though God will allow David's son Solomon to build His temple later on. Instead of David building God a house. God will build David's "house." As with most biblical prophecies, this promise of God contains an initial fulfillment (in Solomon, who will have a prosperous reign over a united Israel) and an ultimate one (in Jesus). Though David's descendants as individuals would not preserve the ideals of a Davidic king who faithfully serves God and would therefore lose the throne, David's line would continue in Jesus, who would be the ultimate servant of God and who will reign as king forever. "This prophecy points through Solomon to another King: Jesus. He was the descendant of David whose kingdom would last. He was the descendant who would establish a real temple--not a building constructed with human hands but the temple of His own body. And after His ascension He would send His Spirit to make us, His people, the temple of God." (Heath Thomas and J.D. Greear, Christ-Centered Exposition: Exalting Jesus in 1 & 2 Samuel)

- Big Picture: For more insight, read 2 Samuel 1-7; 1 Chronicles 17; Jeremiah 33:14-16; Acts 13:16-39.
- Encouragement: Second Samuel 7 "which began with what David wanted to do for God ends with David's astonished response to what God promises to do for him. The promise to David becomes a recurrent motif in the remainder of the Old Testament, but it is not fulfilled until the coming of 'Jesus the Messiah the son of David, the son of Abraham' (Matt. 1:1). The New Testament, from beginning to end, is fixed upon this one, this Jesus, who says concerning himself, 'I am the Root and the Offspring of David, and the bright Morning Star' (Rev. 22:16)." (V. Philips Long, 1 and 2 Samuel)
- Coach's Question for Reflection: Do I trust God to keep His promises?

KEY VERSE

Your house and your kingdom will continue before me for all time, and your throne will be secure forever. 2 Samuel 7:16 (NLT)

Bottom Line: I can trust in God's plans and promises.

ASK (All Ages): Have you ever gotten something you really wanted after waiting for it for a long time? What did that feel like?

After years of shepherding, harp playing, fighting for Israel, and running from Saul, it was finally time for David to become king as God had promised. Saul and Jonathan were both killed in a battle with the Philistines, and David was very upset when he found out.

First, David became king of Judah, the tribe of Israel that his own family was from. Seven and a half years later, he became king of all the rest of the 12 tribes. Now, he was king over all Israel.

ASK (3rd Grade and up): We don't know exactly how long it was from when David was anointed to when he became king, but it was quite a few years. Why do you think God had David wait so long?

ASK (All Ages): What do you know about David that might have made him a good king?

David conquered the city of Jerusalem. He made it his capital and built a palace there. He had the Ark of the Covenant, which represented the presence of God, brought to Jerusalem. He and the people of Israel celebrated and worshiped God together. God brought peace to the land and gave David rest from his enemies for a time.

David wanted to build a temple for God, but God told him through the prophet Nathan that David's son would be the one to build this temple. God said he would build David's family into a dynasty of kings that would last forever. David thanked God and said, "Who am I, O Sovereign Lord, and what is my family, that you have brought me this far?" (2 Samuel 7:18b, NLT) He knew that all the great things that had happened in his life and in Israel's life had come from God, and he humbly accepted God's promise.

ASK (All Ages): Why can we trust God to keep His promises?

While David did have descendants who ruled as kings, God's promise was actually bigger than just that. About a thousand years after David, a baby named Jesus would be born in David's hometown of Bethlehem. He was a descendant of David, but he was also the Son of God. He would be the ultimate king. He would follow God in all His ways. And He came not just to rescue and rule Israel but the whole world. We'll talk more about Jesus and what all this means next practice.

God, thank You for blessing us and for keeping Your promises. Help us to remember that You have a plan for our lives even when we have to wait on You. Help us to trust in Your promises. Amen.

> Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 7" at the end of practice.



- Background: In the devotion, we will not go into the details of the sin David refers to in Psalm 51 due to its mature nature, but it will be helpful to read through the context (2 Samuel 11:1-12:25) beforehand, especially if you have older athletes on your team who might be familiar with the story. This is the low point of David's narrative. Within the events of 2 Samuel 11, he breaks four of the Ten Commandments. "His obligations to other people and to God and God's law were set aside. David's passionate nature, his wholehearted commitment to the task in hand which was used so well in the service of God. could also be used in the service of his own lust." (Mary J. Evans, The Message of Samuel) When confronted with his sin through the power of story (via the prophet Nathan), David immediately and genuinely repents, and God forgives him. Nevertheless, the consequences of David's sin remain, and the following chapters detail the sad ripple effects of selfishness and violence within David's family that began with him. Sin is serious, but in God's great mercy, He offers forgiveness-through Jesus, His Son and the ultimate fulfillment of His covenant with David. The rest of our devotion will focus on Jesus and what He has done for us.
- Big Picture: For more insight, read Psalm 51; John 19-20. For a look into the context of Psalm 51, read 2 Samuel 11:1-12:25.
- Encouragement: Sometimes, it's difficult to believe that David, the man after God's own heart, could have done something as wicked as he did. It was evil at every turn. Yet, David repented, and God forgave him. And even in this terrible story, we find hope for ourselves. We know the depths of our own sin and wickedness, but no matter what we've done, we can repent, trust in Jesus' sacrifice, and God will forgive us. His mercy is beyond what we can imagine.
- Coach's Question for Reflection: Have I considered what Jesus did so that I could have forgiveness and a relationship with God? Have I trusted in Him to rescue me from sin and death?

KEY VERSE

Have mercy on me. O God. because of your unfailing love. Because of your great compassion, blot out the stain of my sins. Psalm 51:1 (NLT)

Bottom Line: I can be forgiven through Jesus.

This season, we've learned about David and His great faith in God. We know God used David in mighty ways. A lot of people might think of David as a hero. But here's the thing about heroes (even heroes in the Bible). They're not perfect. David made some really big mistakes, especially once he became king and got used to having power.

There was one time that David sinned so badly that God sent a prophet, Nathan, to confront David about his sin. Once David realized the seriousness of what he'd done, he was extremely sorry and begged God for forgiveness. He wrote Psalm 51 about this time. Listen to some of the things David wrote in this psalm.

"Have mercy on me, O God, because of your unfailing love. Because of your great compassion, blot out the stain of my sins. Wash me clean from my guilt. Purify me from my sin. For I recognize my rebellion; it haunts me day and night. Against you, and you alone, have I sinned; I have done what is evil in your sight. You will be proved right in what you say, and your judgment against me is just." (Psalm 51:1-4, NLT)

ASK (7th Grade and up): What did David admit in these verses? What did He ask God to do?

David asked God to have mercy on him. He knew he had sinned and that what he had done was wrong, and he was honest about that. David also knew that the guilt of sin leaves a stain on our lives. We can't get rid of it on our own. We need God to wash us clean from sin. David believed that God would forgive him and wash him clean because of God's great love and compassion.

The truth is we all sin. Sin is when we do things our way instead of God's way. It's anything we do, say, or think that disobeys God. And, like David, we all have the stain of sin on our lives. This stain keeps us from being able to have a relationship with God because He is perfect and completely without sin. And this isn't a stain that we can get rid of by doing laundry. In fact, there's nothing we can do to make ourselves clean on our own.

ASK (All Ages): Why do you think sin is like a stain on our lives?

Like David, we need God to have mercy on us. We need Him to make a way for us to be clean. The good news is, God did make a way.

God promised that one day, long after David was dead, a new hero would be born into David's family. He would come to wash all people clean from their sins. His name was Jesus. He was born in Bethlehem, David's hometown, about a thousand years after David. Jesus was not a king in the way David was, but He was called the King of Kings because He was the Son of God. God sent Jesus to earth to save us because of His great love and compassion for us.

Unlike David, Jesus never sinned. He never disobeyed God. He was the true hero the world needed all along. Jesus lived a perfect life, helping people, performing miracles, and teaching people about God. But eventually, Jesus was arrested and killed by people who didn't like the things He said and did. Jesus died a painful death on a wooden cross. But what might sound like a sad end to Jesus' story is actually part of a huge plot twist and amazing victory.

You see, when Jesus died on the cross, He took the punishment for all our sin. The Bible says that the consequence of sin is death and separation from God, but when Jesus died on the cross, He died for us. He took our place. And because He was perfect and without sin, His death cancels our guilt. We can be washed clean because of His sacrifice. When we trust in Jesus and what He did for us, we can, like David, ask God to have mercy on us and forgive us for our sins, and He will.

But there's more. Three days after Jesus died on the cross, God raised Him from the dead! He came back to life and appeared to many of His friends and followers before going back to heaven, where He is still alive today! When we trust in Jesus to save us, we get to have a relationship with Him here and now, but after we die, we will live with Him in heaven forever! Wow!

ASK (All Ages): How does what Jesus did for us show God's love for us?

If you have questions or want to talk more about what all this means, I'd be happy to talk with you after practice.



God, thank You for loving us so much that You sent Jesus to save us by dying on the cross and rising again. We are sorry for sinning against You and doing things our own way. Please let everyone here accept Your gift of forgiveness through Jesus. Wash us clean of our sins and make us right with You. We love You, Lord. Amen.

If someone has questions about following Jesus, let your League Director know and ask them about the follow-up process for your league. You can also let the parents know their child is asking questions. If the family does not attend church, this would be a great opportunity to invite them to come to church with you.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 8" at the end of practice.



- Background: We will rewind David's story a bit for this devotion. Though Saul and his family have faded into the background, they will always play a significant role in David's overarching narrative. In 2 Samuel 9, David shows kindness to Jonathan's son, Mephibosheth. This story comes just two chapters after God's great promise to David and David's awe-filled response in 2 Samuel 7. David has received God's promise and now looks to keep his promise to his dear friend (Jonathan) and God's former anointed one (Saul). "Given the amount of time that has passed since Jonathan's death and the nature of their relationship, it does seem strange that David appears to have no knowledge of Jonathan's remaining family. However, it was not uncommon in the Ancient Near East for all those associated with a previous regime to be killed when a new and unrelated king was installed. It is possible that Mephibosheth's carers had deliberately kept secret his continuing existence and his whereabouts." (Mary J. Evans, The Message of Samuel)
- · Big Picture: For more insight, read 2 Samuel 9.
- Encouragement: When David inquires after Mephibosheth, Mephibosheth is living in Lo-debar, which means "without pasture." How fitting is it that David, the shepherd king, is able to bring a long-lost son without a home back into the fold? David returns his family lands to him, and Mephibosheth eats at the king's table like one of his own sons. Home, family, and honor are all restored to him. This is a beautiful picture of what God does for us through Jesus (Matthew 18:12-14). Without Him, we are alone and without pasture. But King Jesus seeks after us, and when we accept His kindness, as Mephibosheth does David's, we are adopted into His family. He exchanges our shame for honor and our exile for inclusion.
- Coach's Question for Reflection: When have I seen God bring good out of a bad situation?

KEY VERSE

But to all who believed him and accepted him, he gave the right to become children of God. John 1:12 (NLT)

Bottom Line: I want to keep my promises.

Raise your hand if you remember the name of David's friend, who was also the son of King Saul. His name was Jonathan. Even though Jonathan had died several years before, David still remembered his friend and his promise to always treat Jonathan's family with the faithful love of the Lord. Of course, this was a little complicated because Jonathan's family was also Saul's family, and Saul had made David his enemy.

But once David was king and his power was secure, David wondered if there was a way to keep his promise to Jonathan about showing love to Jonathan's family. The Bible says, "One day David asked, 'Is anyone in Saul's family still alive—anyone to whom I can show kindness for Jonathan's sake?" (2 Samuel 9:1, NLT)

ASK (All Ages): Why do you think David wanted to show kindness to Jonathan's family?

A man who had been one of Saul's servants told David that one of Jonathan's sons was still alive. His name was Mephibosheth. Everybody, repeat that after me: Me-phi-bo-sheth. Mephibosheth! That has to be one of the most fun Bible names to say.

Mephibosheth was just five years old when his father, Jonathan, and grandfather, Saul, were killed in battle. The servant taking care of him was terrified when she heard the news. She picked Mephibosheth up and tried to run to safety, but she dropped him, and his legs were hurt, giving him a disability for the rest of his life.

When David heard that Mephibosheth was still alive, he sent for him. Mephibosheth, the grandson of a king, had lost his family and had been hiding out in the middle of nowhere for years.

ASK (All Ages): What do you think Mephibosheth thought might happen when David sent for him? How do you think he felt?

Mephibosheth bowed down to David and said, "I am your servant."

But David said, "Don't be afraid!... I intend to show kindness to you because of my promise to your father, Jonathan. I will give you all the property that once belonged to your grandfather Saul, and you will eat here with me at the king's table!" (2 Samuel 9:7, NLT)

Mephibosheth couldn't believe it. David didn't have to show him such great kindness, but he kept his promise to Jonathan and cared for Jonathan's son. David basically adopted Mephibosheth into his family. The Bible says, "from that time on, Mephibosheth ate regularly at David's table, like one of the king's own sons." (2 Samuel 9:11b, NLT)

ASK (All Ages): Why should we keep our promises?

The story of David and Mephibosheth can remind us of how God keeps His promises to us. God promised He would send someone to save us, and He sent Jesus. When we believe in Jesus, we are forgiven of our sins and adopted into God's family as one of His children. That's amazing! David didn't have to go out of his way to help Mephibosheth, but he did because of his love for Jonathan. God didn't have to go out of His way to help us, but He did because of His love for us.

ASK (3rd Grade and up): How does it make you feel to know that God adopts you into His family when you put your trust in Jesus?



God, thank You for always keeping Your promises. Thank You for loving us so much that You sent Jesus to rescue us. Thank You for adopting us into Your family when we believe in Him. Thank You for loving us as our Heavenly Father. We love You, Lord. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 9" at the end of practice.



- · Background: David had much to praise God for. He made David king. He delivered David from his enemies and gave him victory time and time again. He made a covenant with David, promising that David's house would last forever. Throughout David's life, he praised God. David had long been a musician and poet, and it appears he did not leave his creative gifts behind once he became king. The many poems or songs connected to David in the book of Psalms cover a variety of subjects, but a theme of praise runs throughout. Hebrew poetry doesn't rhyme or have meters like traditional styles of English poetry, but it is quite artistic in its structure. It is often arranged in couplets, where one line makes a statement, and then the following line corresponds with that statement by paraphrasing it, expanding on it, or contrasting to it. David masterfully composed many psalms to God. His heart for worship is also evident in the narrative of 1 and 2 Samuel. He danced wildly before the Lord as the Ark of the Covenant was brought into Jerusalem. He desired to build a temple for God (even though God turned him down). In 1 Chronicles 16, we learn that David appointed worship leaders to serve in the Tabernacle. Worship was an essential part of David's life. The epilogue of 2 Samuel contains David's song of thanksgiving to God (2 Samuel 22), which is also recorded (mostly) in Psalm 18. It also shares similarities to Hannah's song in 1 Samuel 2, and the two songs serve as praise-filled bookends to the book of Samuel, which was originally one scroll. Both songs end by highlighting God's faithfulness to His anointed one.
- Big Picture: For more insight, read Psalms 9, 13, 28, 145; 2 Samuel 22.
- Encouragement: David's psalms might be one of our greatest clues to understanding his heart for God. It seems that even when David was at his lowest, even when he lost his way, he was quick to turn to God in humble confession and worship (Psalm 51, for example). And he doesn't appear to hold much back. David is bold, honest, and expressive. He trusts God enough to communicate with him every facet of his joys, sorrows, and frustrations. David's closeness toward God resulted in psalms that can still draw us toward God today.
- Coach's Question for Reflection: How often do I praise God? What makes me want to praise Him?

KEY VERSE

I will praise you, Lord, with all my heart; I will tell of all the marvelous things you have done.

Psalm 9:1 (NLT)

Bottom Line: I want to praise God.

ASK (All Ages): Does anyone know what the word praise means?

To praise someone is to tell them you think what they've done or who they are is great. Your teacher might praise you for doing well on a test. When you make an awesome play in a game, your teammates might praise you with high fives. Your parents might praise you by telling you how proud they are of you.

We all love to receive praise, and it's good for us to praise, appreciate, and encourage others. But who do you think we should praise above everyone else? Who is great above all others? Who has done more for us than anyone? The answer is God! He deserves all the praise we could ever give Him and more. That's why we sing songs to Him, thank Him, and obey Him. All these things are part of our worship of Him. To worship God means we see how great He is and want to express our praise to Him.

ASK (All Ages): Why is God so great? Why is He worthy of our praise and worship?

God created us. He created everything! He is the most powerful, the most good, the most perfect. He knows all things. These are all reasons we should praise Him. Beyond that, God loved us so much that He sent Jesus, His Son, to die for us so we could be with Him. If we truly understand how big that love is, we will absolutely want to praise God for it. It's amazing.

Even though David had his ups and downs, one of the things he always understood was how much God deserved his praise. We've talked about how David was a talented musician and songwriter. He wrote 73 of the 150 poems or songs in the book of Psalms in the Bible. David's songs talk about a lot of things. He is honest about his sins. He celebrates his victories. He begs God for help. But over and over again in these psalms, David praises God.

Let's look at just a few of the many times David writes about praising God. Listen for the reason why David is praising God in each verse.

"I will sing to the Lord because he is good to me." (Psalm 13:6, NLT)

ASK (All Ages): Why does David say he will sing to the Lord? (Because He is good to him.)

"I will praise you, Lord, with all my heart; I will tell of all the marvelous things you have done." (Psalm 9:1, NLT)

ASK (All Ages): What does David say he will tell about? (All the marvelous things God has done.)

"Great is the Lord! He is most worthy of praise! No one can measure his greatness." (Psalm 145:3. NLT)

ASK (All Ages): Why does David say God is most worthy of praise? (No one can measure His greatness.)

(3rd Grade and up only) "The Lord is my strength and shield. I trust him with all my heart. He helps me, and my heart is filled with joy. I burst out in songs of thanksgiving." (Psalm 28:7, NLT)

ASK (3rd Grade and up): Why does David trust God? (God helps him. He is David's strength and shield.) Why does David burst out in song? (His heart is filled with joy and thanksgiving.)

We are reading David's songs of praise 3,000 years after he wrote them. That's amazing! And guess what? Three thousand years later, God is still good. He still does marvelous things. He is still great and worthy of our praise. Like David, we want to worship Him every chance we get.

ASK (All Ages): If you were going to write a song to God, what would it say?

LET'S PRAY

God, You are great and so worthy of all our praise. There is no one like You. Help us have hearts overflowing with love and praise for You. Help remind us of all the great things You have done. Show us how we can worship You every day of our lives. We love You, Lord. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 10" at the end of practice.



- Background: We will end this season by answering the question we asked at the very beginning: what does it mean to be someone after God's own heart? We will look to Jesus, the fulfillment of God's covenant with David, to answer that question. In Mark 12, Jesus is asked which of the commandments in God's law was the greatest. Out of the 613 commandments recognized by the religious leaders at the time, Jesus quotes the Shema from Deuteronomy 6:4-5. This was the foundational creed of Judaism, so it would have been a sensible answer to Jesus' listeners. But Jesus goes on to add Leviticus 19:18, linking love for God with love for other people. Interestingly, the scribe who asked him this question responds by referring to 1 Samuel 15:22, from Samuel's reply to Saul after God has rejected him as king. Instead of outward symbols of devotion, God prefers obedience and genuine submission to Him. This idea is echoed in Psalm 51:16-17. This was why David was chosen as a man after God's own heart. This was the kind of king God wanted for His people.
- Big Picture: For more insight, read Mark 12:28-37; 1 Samuel 13:14; Acts 13:22-23.
- Encouragement: Sometimes, we talk about stories from David's life as if he is the hero. But the truth is, God is the hero of this story. Someone who is after God's heart is not afraid to live in the shadow of the Almighty. Someone who will let their very life and story be devoted to God. It is not about perfection or the outward appearance of piety. It is about whether or not your heart belongs to God.
- Coach's Question for Reflection: What does it look like for me to love God with all my heart, soul, mind, and strength?

KEY VERSE

And you must love the Lord your God with all your heart, all your soul, all your mind, and all your strength. Mark 12:30 (NLT)

Bottom Line: I want to love God with my whole heart.

All season, we've been learning about King David. Once in the Old Testament and once in the New Testament, David is called "a man after God's own heart."

ASK (All Ages): That's kind of a weird thing to say. What do you think it means to be someone who is after God's own heart?

This is a unique way of saying that David was someone who was loyal to God and to what God wanted to do. David loved God and wanted to obey Him and live for Him.

ASK (3rd Grade and up): What are some of the ways David showed His love and faithfulness toward God? We've talked about several this season.

David was far from perfect. Especially as he grew older and got more wrapped up in being a king, he made some huge mistakes. He didn't always do what God wanted him to do. But, you know what? That's true for all of us. No matter how much we love God and want to obey Him, there will still be plenty of times when we make the wrong decisions. There will still be plenty of times when way instead of God's way.

David's story teaches us that what really matters is what's in our hearts. When David sinned, he was sorry for it and asked God for forgiveness. And he tried to do better in the future. Because he loved God and cared about letting Him down. Thankfully, because of what Jesus did for us on the cross, when we sin, we can realize our wrong actions, ask for forgiveness, and try to do better in the future, too. That's called repentance.

The New Testament tells about a time when someone asked Jesus a question about what God's greatest commandment was. This is what Jesus answered: "And you must love the Lord your God with all your heart, all your soul, all your mind, and all your strength." (Mark 12:30a, NLT)

David loved God with all his heart and mind. We know this from all the songs He wrote, pouring out praise and prayers to God. David loved God with all his strength. We saw this when he picked up his sling and took down Goliath to defend the name and the people of God. David loved God with all his soul. When he sinned, he repented and trusted in God to wash him clean.

ASK (All Ages): How can you love God with all your heart and soul? What about with all your mind? What about with all your strength?

You can be a person after God's own heart. God loves you, and when you love Him back with everything you've got, trusting in Jesus and doing your best to live for Him at every opportunity, that's being a person after His heart.

LET'S PRAY

God, thank You for blessing us with such a great season. We are so thankful for our team and for all the fun we've had. Thank You for the story of David and what it teaches us about being people after Your own heart. Thank You so much for loving us, Lord. Help us love You with all our heart, mind, soul, and strength. Amen.

Practice Card Reminder: If your league uses practice cards, remember to distribute the practice cards entitled "Practice 11" at the end of practice.

SECTION 4

GAMES

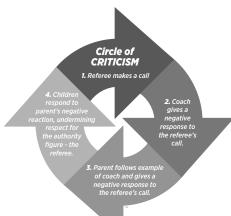
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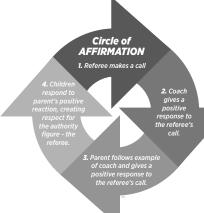
→ Circle of Affirmation

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 should be encouraging and avoid negative terms like kill or destroy.
- ◆ 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 will 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 the field and take your time with this activity after the game. Encourage participants to display the stars they receive on their posters or megaphones. 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.

The Star Distribution Form can be found on MyUpward and in the back of your coach playbook. Use this form to track which stars participants receive each week. Avoid giving cheerleaders the same star each week and make an attempt to award each cheerleader all five stars throughout the season.

Note: The green practice star should be awarded 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 takes place on a game day in place of a flag football game. It is a way to celebrate and encourage cheerleaders while showing what they have learned throughout the season. 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 end-of-season gift to give out at the Season Celebration.

→ Game Day Format

Game day for Upward Cheerleaders is an exciting time. Cheerleaders have practiced, learned, and are ready to cheer in front of spectators, players, and coaches. Here are some helpful reminders to make game day a great experience and ensure that, as a coach, you are prepared.

- 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. There is a form for each individual game day. Use the form to plan out warm-ups and stretches for your squad. List which cheers, chants, or other routines you plan to have the squad perform during the game, between periods, and at halftime. You can also use this form to make notes for game day stars. 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. e your Game Day Plan form to 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 them 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 specifically for them, while the game is taking place. You can allow a specific cheerleader or a rotation of cheerleaders to call out the next cheer or chant from a list you have prepared ahead of time. It's ok to repeat cheers and chants as your squad develops favorites.
 - Be alert: Cheerleaders should be alert to the action taking place on the field 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 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 Game Day Stars to highlight cheerleaders' 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.

Let's Go! Take time during practice to make signs and posters cheerleaders can use on game day.

SECTION 5

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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	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8

Blue (B): Effort

Red (R): Leadership

Gray (Gr): Cheers

Gold (Go): Spirit

White (W): Christlikeness

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♦ NOTES

Find tools online at MyUpward.org to teach the sport and share the gospel.

Accept the invitation from your League Director to MyUpward.org and have access to:

- Team roster
- Practice and game schedule
- Practice plan and devotion material
- Videos for practice
- Communication Tools
- Game day management
- Tutorial videos

