



BASKETBALL CHEER COACH CHEER BOOK

©2023 Upward Unlimited. Upward' is a registered trademark of Upward Unlimited. Unless otherwise indicated, all Scripture quotations are taken from the Holy Bible, New Living Translation, copyright © 1996, 2004, 2015 by Tyndale House Foundation. Used by permission of Tyndale House Publishers, Carol Stream,

Illinois 60188. All rights reserved.

TABLE OF CONTENTS

Essentials of Coaching	Devo	otions - Biblical	Theme:
Goals for the Season4	WEEK 1:	God With Us	112
What You Do Matters5	WEEKS 2:	Fish Story	115
Your Role in Sports Ministry5	WEEKS 3:	One Out of Ten	118
Five Keys to Coaching7		In the Storm	
Circles of Affirmation and Criticism9	WEEK 4:		
Three Layers of Coaching10	WEEKS 5:	Far-Reaching Power .	124
Interacting with Cheerleaders & Parents11	WEEK 6:	Healed	127
Create A Positive Culture14	WEEKS 7:	Back to Life	130
Coach Resources and Tools15	WEEKS 8:	Good News	133
Play with Purpose18	WEEK 9:	Through the Roof	136
	WEEKS 10:	The Big Meal	139
Practice	WEEKS 11:	Walking on Water	142
Invest in the Team by Preparing25			
Practice Breakdown25			
Practice Outlines27	Gam	es	
Welcome and Games39	Game D	Day Attitude	146
Cheerleading Fundamentals41	Cheer F	ormat	147
Warmups & Stretching41	Game D	Day Stars	147
Motions45	Cheer C	Competition & Showcase	149
Jumps55	Season	Celebration	149
Cheers60	Game D	Day Format	150
Chants75			
Dance Routines89	Form	ıs	
	Game D	Day Form	154
	Star Dis	stribution Form	163

SECTION 1

COACHING

Goals for the Season4
What You Do Matters5
Your Role in Sports Ministry5
Five Keys to Coaching7
Circles of Affirmation and Criticism9
Three Layers of Coaching10
Interacting with Cheerleaders & Parents1
Create A Positive Culture14
Coach Resources and Tools15
Play with Purpose18

→ Goals For The Season

ine 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.

OACH THIS SEASON?	
	10
	10
	10
	10
	10
	100
	10

→ An Upward Sports Coach

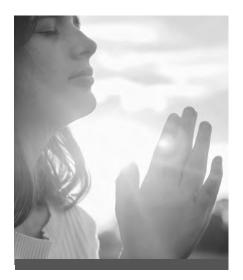
Whether you are a first-time coach, veteran coach, or somewhere in between on the coaching journey, there are five crucial things to do as an Upward Sports coach.

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."

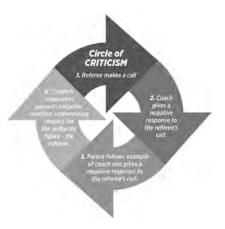
→ Circle of Affirmation

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.

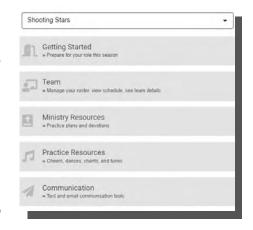
Next, have cheerleaders look to the person on their right, use their name, and offer something they saw someone do well in practice. Continue around the circle until everyone has had a chance to speak. The topic could be different at each practice, such as something the cheerleader would like to improve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

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 Cheerbook.

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

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.



ATHLETICALLY

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

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

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

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



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.

♦ NOTES			
	 	 	······
	 	 	······································
•••••	 	 	
	 	 	······
	 	 	······
•••••	 	 	······

SECTION 2

PRACTICE

Invest in the Team by Preparing	25
Practice Breakdown	25
Practice Outlines	27
Welcome and Games	39
Cheerleading Fundamentals	41
Warmups & Stretching	41
Motions	45
Jumps	55
Cheers	5O
Chants	74
Dance Routines	89

→ 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 (especially a dance) 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 39)	
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 41-44)	
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 47-53) Teach the proper jump form and a Spread Eagle Jump. 	
	(see pages 56-58)	
	 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 47-53) 	
	 Teach the proper jump form and a Spread Eagle Jump. (see pages 56-58) 	
Practice Devotion (8 min)	Practice 1 (see page 112)	
New Material (20 min)	K5-2nd Grade ♦ Motion Drill 1 (see page 54)	
•	♦ Chant: Select 1 Basic Level (see pages 76-79)	
	3rd Grade and Up Motion Drills 1 & 2 (see page 54) 	
	Chant: Select 1 Intermediate Level (see pages 80-84)	
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 and explain both sides of the card 	

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 39)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 41-44)
Review and Fundamentals (10 min)	 K5-2nd Grade ♠ Review motion drill, chant, and jumps ♦ Teach a Tuck Jump (see page 56-58) ♦ Teach the following motions: Right Diagonal, Left Diagonal, Broken T, Candlesticks, Daggers, Right Punch, Left Punch, Clap (see pages 47-53) 3rd Grade and Up ♦ Review motion drills, chant and jumps ♦ Teach a Tuck Jump (see pages 56-58)
Practice Devotion (8 min)	Practice 2 (see page 115)
New Material (20 min)	 K5-2nd Grade Motion Drill 2 (see page 54) Cheer: Select 1 Basic Level (see pages 61-64) 3rd Grade and Up Cheer: Select 1 Basic Level (see pages 61-64) Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 97-102)
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 should display stars on their megaphones or cheer posters

PRACTICE 3 See MyUpward.org for a detailed weekly Practice Plan. **Welcome and Games** Select a Welcome game to play (5 min) (see page 39) Warm-up and Stretch Warm-up and Stretch (10 min) (see pages 41-44) Review and K5-2nd Grade and 3rd Grade and Up **Fundamentals** • Review motion drills, chants, and jumps (10 min) ♦ Teach a Toe Touch (see page 59) ♦ Encourage your cheerleaders to use their cheer voices and to smile Practice 3 **Practice Devotion** (8 min) (see page 118) New Material K5-2nd Grade (20 min) ♦ Chant: Select 1 Basic Level (see pages 76-79) • Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 91-96) 3rd Grade and Up • Chant: Select 1 Intermediate Level (see pages 80-84) • Dance: Same Intermediate Level from the previous week and learn the last 2 eight counts (see pages 97-102) **Post Practice Huddle** Encourage practice at home (5 min) • Distribute practice cards at the end of practice

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

• Give out a green practice star

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 39)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 41-44)
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 59)
Practice Devotion (8 min)	Practice 4 (see page 121)
New Material (20 min)	 K5-2nd Grade Chant: Select 1 Basic Level (see pages 76-79) Dance: Same Basic Level as last week and learn last 2 eight counts (see pages 91-96) 3rd Grade and Up Chant: Select 1 Intermediate Level (see pages 80-84) Dance: Select 1 Intermediate Level and learn first 2 eight counts (see pages 97-102)
Post Practice Huddle (5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out a green practice star Remember to spend time after practice building relationships with families

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (5 min)	Select a Welcome game to play (see page 39)
Warm-up and Stretch (10 min)	Warm-up and Stretch (see pages 41-44)
Review and Fundamentals (10 min)	 K5-2nd Grade and 3rd Grade and Up ♦ Review cheers, chants, dance routines, and jumps ♦ Review cheer or dance and incorporate smiling and showing spirit after each routine
Practice Devotion (8 min)	Practice 5 (see page 124)
New Material (20 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 76-79) ◆ Dance: Select 1 Basic Level and learn the first 2 eight counts (see pages 91-96) 3rd Grade and Up ◆ Chant: Select 1 Intermediate Level (see pages 80-84) ◆ Dance: Same Intermediate Level from last week and learn the second 2 eight counts (see pages 97-102)
Post Practice Huddle (5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out a green practice star Remind parents about upcoming practices and games

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 41-44)
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 127)
New Material (20-25 min)	 K5-2nd Grade Chant: Select 1 Basic Level (see pages 76-79) Dance: Same Intermediate Level from last week and learn second 2 eight counts (see pages 97-102) 3rd Grade and Up Cheer: Select 1 Advanced Level (see page 69-73) Chant: Select 1 Advanced Level (see page 85-88)
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out a green practice star

See MyUpwa	PRACTICE 7 ard.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 41-44)
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 130)
New Material (20-25 min)	 K5-2nd Grade ◆ Cheer: Select 1 Basic Level (see pages 61-64) ◆ Chant: Select 1 Basic Level (see pages 76-79) 3rd Grade and Up ◆ Cheer: Select 1 Advanced Level (see pages 69-73) ◆ Chant: Select 1 Advanced Level (see pages 85-88)
Post Practice Huddle (2-5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out a green practice star

PRACTICE 8 See MyUpward.org for a detailed weekly Practice Plan.	
Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game
Warm-up and Stretch (5 min)	Warm-up and Stretch (see pages 41-44)
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 133)
New Material (20-25 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see page 75) ◆ Dance: Select 1 Intermediate Level and learn the first 2 eight counts (see pages 97-102) 3rd Grade and Up ◆ Chant: Select 1 Basic Level (see pages 76-79) or Advanced Level Chant (see pages 85-88) ◆ Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 103-108)
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out a green practice star

PRACTICE 9 See MyUpward.org for a detailed weekly Practice Plan. **Welcome and Games** Start on time and offer encouragement from the last game. (1-5 min) (Continue thinking about how you want to end the season.) Warm-up and Stretch Warm-up and Stretch (5 min) (see pages 41-44) Review and K5-2nd Grade and 3rd Grade and Up **Fundamentals** • Review all material learned and brush up from your (15-20 min) game notes **Practice Devotion** Practice 9 (8 min) (see page 136) **New Material** K5-2nd Grade (20-25 min) ♦ Cheer: Select 1 Basic Level (see pages 61-64) • Dance: Same Intermediate Level as last week and learn the second 2 eight counts (see pages 97-102) 3rd Grade and Up ♦ Cheer: Select 1 Basic Level (see pages 61-64) or Advanced Level (see pages 69-73) ♦ Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 103-108) • Encourage practice at home **Post Practice Huddle** (2-5 min) • Distribute practice cards at the end of practice • Give out a green practice star

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

PRACTICE 10

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game	
Warm-up and Stretch (5 min)	Warm-up and Stretch (see pages 41-44)	
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 139)	
New Material (20-25 min)	 K5-2nd Grade Chant: Select 1 Basic Level (see pages 76-79) Chant: Select 1 Intermediate Level (see pages 80-84) 3rd Grade and Up Chant: Select 1 Advanced Level (see page 85-88) Dance: Select 1 Advanced Level and learn the first 2 eight counts (see pages 103-108) 	
Post Practice Huddle (2-5 min)	 Remind your squad about skills learned at practice Distribute practice cards at the end of practice Give out a green practice star 	

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

PRACTICE 11

See MyUpward.org for a detailed weekly Practice Plan.

Welcome and Games (1-5 min)	Start on time and offer encouragement from the last game.
Warm-up and Stretch (5 min)	Warm-up and Stretch (see pages 41-44)
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 142)
New Material (20-25 min)	 K5-2nd Grade ◆ Chant: Select 1 Basic Level (see pages 76-79) ◆ Chant: Select 1 Intermediate Level (see pages 80-84) 3rd Grade and Up ◆ Chant: Select 1 Basic Level (see pages 76-79) ◆ Dance: Same Advanced Level as last week and learn the second 2 eight counts (see pages 103-108)
Post Practice Huddle (2-5 min)	 Encourage practice at home Distribute practice cards at the end of practice Give out a green practice star Remind parents about upcoming final game

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

♦ 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 from your coach's practice resources at MyUpward.org, or select a song of your choice and choreograph your own warm-up routine.
- ♦ Warm-up first and then follow with stretches.
- Play a fun game with commands and stay in motion. Have a cheerleader help you lead.

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

- ◆ Arm circles: Hold arms out in a T-motion and circle them 10-20 times.
- High Knees: With hands in front and waist high, lift knees up and alternate between knees. Vary speed as desired. 10-20 times.
- ♦ Hops: 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 motions.

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.

◆ NOTES	
	**



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

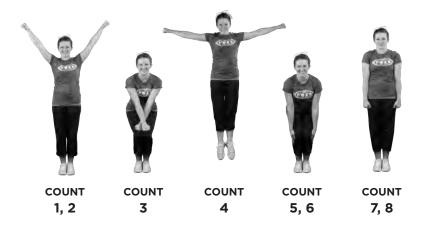
A great way to introduce someone to cheer coaching is to find a high school or college cheerleader to assist you during practice with demonstrations and technique.

→ Jumps

Jumps are another key element of cheerleading. Performing 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. Jumps should be done in the following manner with appropriate counts:

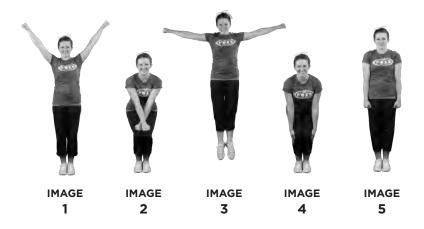
Cheerleading Counts (Basic)

- **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.
- **3.** Swing both arms out to a T-motion while lifting both legs in a split high as they will go.
- **4.**Squeeze legs together for a "feet together" landing with arms by your side.

5. Stand up with feet together and hands on hips or arms by your side.

Herkie

The example shown is for a right herkie:

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

All cheers, chants, and dance routines provided in this book are also demonstrated on MyUpward.org. You can also find 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.
- 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 a 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 (Basic)

WORD	MOTION	
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
^{t.)} .> 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

Let's Win Tonight

WORD	MOTION
Yell	Hold
Go	Right hand V with feet apart
- PAUSE -	Broken right high V
Go	Right low V
Yell	Hold
Upward	Left high V
- PAUSE -	Broken left high V
Upward	Left Low V
- PAUSE -	Hold
Go	High V
- PAUSE -	Broken T and squat
Upward	Low V with feet together
- PAUSE -	Hold
Let's win	Clap and step forward
- PAUSE -	Clap again
Tonight	Punch

We Want 2 More

WORD	MOTION
Take it	Hands behind hear with feet apar
- PAUSE -	High Clasp
Down	High V
Down	Broken T and dip
Down	Cross wrist low in a squat with feet together
The court	Hands on hips in a back lunge
Yell we	Right high V
Want	Wrap right hand behind head
2 more	Right high V
- PAUSE -	Clap
We	Right high V
Want	Wrap right hand behind head
2 more	Right high V

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 Daggers
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 riplle
Yell	Dip and left dagger
Upward	Feet apart and left punch
- PAUSE -	Clap
Upward	Left high V
- PAUSE -	Clap ··

cont.)	·> Hey	Dip and Daggers
	Fans	Feet apart and T motion
	- PAUSE -	Clap
	Yell it loud	Clap high or low O
	Yell it loud	Clap high or low 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

Hey Upward

(Intermediate)

WORD	MOTION
Hey Upward	Daggers and squat
- PAUSE -	High V with feet apart
Let's score	Shake poms and dip
- PAUSE -	Hands by side with feet together
Get	Broken T and squat
The ball	Forward buckets with feet apart
And take	Right T with left pom over left elbow
Control	Left T with left pom over right elbow
Hey Upward	Daggers and squat
- PAUSE -	High V with feet apart
Let's fight	Shake poms and dip
- PAUSE -	Hands by side with feet together
Yell	High V
Win	Swing
With all youf	Toe touch jump
Might	Stand
Yell Win	T with feet apart

WORD	MOTION
- PAUSE -	Broken T
Win	Т
- PAUSE -	Clap
Win	Т
- PAUSE -	Broken T
Win	Т

The Girls From Upward

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

cont.)	·> Hi	Chriffia nama in a aguat
	/ П	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

^{*}Use your cheerleaders names. Extend the cheer, allowing each cheerleader to say her name before spelling "Hello."

An alternative is to have your cheerleaders perform this cheer in groups. Once the first group finishes, have them hold a right high V while the next group does the cheer.

Yell It Proud

WORD	MOTION
Upward - PAUSE -	Sit in a T, broken T, hit again
Yell it proud	Feet together in high O
Yell	Low 0
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 again
Yell it proud	Feet together in high O
Again	Swing to a low O
Yell go	Step forward, sit in a low V
Fight	Stand in a broken T
Win	Sit in a high V

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

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
:	*adius	t for current season colors

(cont.)

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
- 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

SINK IT

WORD	MOTION
Hey fanse	Right low V and squat
- PAUSE -	Left high V with feet together
Get up	High V with feet apart
And scream	Hands behind head and dip
Yell it	High V with feet together
Loud	Jump
For Our	Land
Team	Stand and clap
Yell	Hold
S	Low V and step back
- PAUSE -	Turn and wrap arms in front and back
S	Low V
Yell	Hold
1	Right punch with feet together
- PAUSE -	Right dagger and dip
I	Right punch
Yell	Right low V and squat
- N -	Left high V with feet together

_		
(cont.)	WORD	MOTION
·····>	- PAUSE -	High V with feet together
	Ν	Hands behind head and dip
	Yell	High V with feet together
	К	Jump
	- PAUSE -	Land
	κ	Stand and clap
	- PAUSE -	Hold
	S	Low V and step back
	I	Turn and wrap arms in front and back
	N	Low V
	K	Hold
	Sink it	Right punch with feet together
:	- PAUSE -	Clap
	S	Low V and pop knee
:	1	Punch and pop knee
	N	T and pop knee
	К	High V and pop knee
	Sink it	Daggers and stomp to the right
	- PAUSE -	Clap wit feet together
	Sink it	Daggers and stomp back

(continued on next page)

SINK IT (cont.)

WORD	MOTION
- PAUSE -	Clap
S	Low V and pop knee
1	Punch and pop knee
N	T and pop knee
K	High V and pop knee
Sink it	Daggers and stomp to the right
- PAUSE -	Clap with feet together
Sink it	Daggers and stomp back
- PAUSE -	Clap

We're Number One

WORD	MOTION
Hey fanse	Diagonal with feet apart
- PAUSE -	Swing right arm into low V and squat
Get fired	Shuffle poms to the left
Up	Shuffle poms to the right
It's time	Heads behind head with feet together
To show your	Arms across stomach in squat
Pride	Low V in a back lunch
Yell We	Low bow & arrow with feelt togerher
Are	Right bow a& arrow
Upward	Punch
- PAUSE -	Hold
We	Left bow & arrow
Are	Right bow & arrow
Upward	Punch
- PAUSE -	Hold
That's right	Shuffle poms above
Fans	Shuffle poms low in squat

(cont.)	WORD	MOTION
·····>	Get Loud	High V in a back lunge
	- PAUSE -	Hold
	Show'em	Step togeher
	What	Swing
	We're All	Toe touch jump
	About	Hands behind head with feet together
	Yell we're	Right arm in dagger and left arm in low touchdown with right foot forward
	Number	Switch arms
	One	Punch
	- PAUSE -	Hold
	We're	Right arm in danger and left arm in low touchdown
	Number	Switch Arms
	One	Punch
:		

▶ NOTES	

→ 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.

BASKET BASKET

WORD	MOTION
B-A-S	Right dagger, knock on every letter
- Pause -	Three claps
K-E-T	Left dagger, knock on every letter
- Pause -	Three claps
Basket	Right dagger
Basket	Keep up right dagger and hit left dagger
Shoot	Right broken T with fingers making a number 2*
Two	Right dagger with fingers making a number 2*

REPEAT CHANT 3 TIMES

DOWN THE COURT

WORD	MOTION
Down	Right T, turn head right
The Court	Hold in clap motion
Down	Left T, turn head left
The Court	Hold in clap motion
Shoot	Clasp
Two	Right punch
REPEAT CHANT 3 TIMES	

COME ON, COME ON

WORD	MOTION	
Come on	Feet together, jump right and hit right high V	
Come on	Feet together, jump left and hit left high V	
Yell	Hold left high V	
De	Squat, right dagger	
Fense	Stand up, right punch	
DEDEAT CHANT 2 TIMES		

GO UPWARD

WORD	MOTION
Hey	Shuffle poms in a squat
Go Upward	Right punch and stand
Everybody	Right clap
Yell	Left clap
Go Upward	Punch and stand
- Pause -	Pause

^{*} This chant is fun with poms! If using poms, clap poms together and do not make a number 2 with your fingers.

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
Uward	Cross wrists in front
Team	High V
- Pause -	Step back and clap

REPEAT CHANT 3 TIMES

GUARD 'EM DEFENSE

WORD	MOTION
Guard 'em	Broken T with right knee popped
Defense	T with left knee popped
Guard 'em	Broken T with right knee popped
- Pause -	Shuffle poms in a squat
- Pause -	Shuffle poms in a squat
- Pause -	Shuffle poms in a squat

REPEAT CHANT 3 TIMES

JUMP BALL

WORD	MOTION
Jump	Daggers in a squat
Ball	High touchdown and stand with feet apart
Get	Right low V with a right squat
lt	Right low V break and stand
Get it	Right low V in a right squat
- Pause - - Pause -	High left clap twice
- Pause - - Pause - - Pause -	Low right clap three 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
REPEAT CHANT 3 TIMES	

REBOUND THAT BASKETBALL

WORD	MOTION
Hey	Feet apart in a high V and shake poms
- Pause -	Clap
Upward	Low V
- Pause -	Clap
Rebound	Squat with poms on knees
- Pause -	Stand and clap
That Basket-	Right punch
Ball	Clap

REPEAT CHANT 3 TIMES

SWOOSH, GET TWO

WORD	MOTION
You know	Pop feet apart in a right high V
What	Right broken V
To Do	Hit a right low V
Swoosh	Feet together and shuffle poms
Get two	Pop feet apart in a high V
- Pause -	Hold

SHOOT FOR TWO

WORD	MOTION
Offense	Clap in a back lunge
- Pause -	Hold
Offense	Low V
- Pause -	Hold
Shoot for	Swing arms in with feet together
Two	High V
- Pause -	Hold

REPEAT CHANT 3 TIMES

TAKE THAT BALL AWAY

WORD	MOTION
Take	Roll poms and step to the right
That	Clap with feet together
Ball	Roll poms and step to the left
Away	Clap with feet together
Take it	Candlesticks
- Pause -	Daggers
Take it	Candlesticks
- Pause -	Daggers

REPEAT CHANT 3 TIMES

THROUGH THE HOOP

WORD MOTION Dribble Feet apart in a right low V And shoot Left low V Upward through the Hoop Feet apart in a high V - Pause - Hold		
And shoot Upward through the Hoop Feet apart in a high V	WORD	MOTION
Upward through the Hoop Feet apart in a high V	Dribble	Feet apart in a right low V
Hoop Feet apart in a high V	And shoot	Left low V
,	Upward through the	Bring feet together and clap
- Pause - Hold	Ноор	Feet apart in a high V
	- Pause -	Hold

REPEAT CHANT 3 TIMES

TO THE HOOP

WORD	MOTION
To the hoop	Clasp
To the hoop	Clasp
Up	Low touchdown
Ward	Daggers
To the hoop	Touchdown
REPEAT CHANT 3 TIMES	

DEFENSE GET YOUR HANDS UP

WORD	MOTION
Let's	Feet apart and punch right arm across body
Get	Right broken T
Fired	Dip and hit a right dagger
Up	Feet together in a right punch
Defense	Clap
- Pause -	Clap
Get Your Hands	Squat in a dagger
Up	Feet apart in a touchdown
- Pause -	Hold

REPEAT CHANT 3 TIMES

GET THAT BALL BACK

WORD	MOTION
De-	Stagger arms*
Fense	Feet apart in a high V
- Pause -	Hold
Hustle	Low V
- Pause -	Clap
Get that ball	Hop twice clapping above head
Back	Step back in a lunge in a right punch
- Pause -	Hold

REPEAT CHANT 3 TIMES

* To teach cheerleaders how to stagger arms for this chant, first have them hit a high V. Once in a high V, have cheerleaders bend their right arm in front of their head and bend their left arm behind their head.

GO UPWARD GO

WORD	MOTION
Upward	Feet apart in a right punch
- Pause -	Squat and clap
Take	Feet together in a right punch
Con-	Break right punch to a dagger
Trol	Right punch
Go	Ripple 1 - K side lunge
Upward	Ripple 2 - K side lunge
Go	Ripple 3 - K side lunge
- Pause -	Feet together and clap

REPEAT CHANT 3 TIMES

LET'S GUARD 'EM

WORD	MOTION
Hey	Right dagger in a squat with feet together
D	Punch and stand
Let's guard 'em	Left candlesticks in a side lunge
- Pause -	Hold
D	Bow & arrow with feet together - ripple 1
-D-	Bow & arrow with feet together - ripple 2
Defense	Bow & arrow with feet together - ripple 3
- Pause -	Hold

REPEAT CHANT 3 TIMES

PASS IT

WORD	MOTION
P-A	Daggers with feet together
S-S	Swing poms and step to the left
1	Daggers with feet together
Τ	Clap
Pass it	Right low V in a right squat
Upward	Left low V in a left squat
Pass it	Low V
- Pause -	Clap with feet together

STARS GOTTA HYPE IT UP, HYPE IT UP

WORD	MOTION
Нуре	High V
lt	Break (Broken High V)
Up	High V
Нуре	Step forward and hit a low V
lt	Break (Broken Low V)
Up	Low V
Stars	Stand up and clap above head
Gotta	Squat and low clap
Нуре	Stand and hit daggers
lt up	Right punch
- Pause -	Hold

REPEAT CHANT 3 TIMES

TAKE THAT BALL AWAY

WORD	MOTION
Т	Punch right ar across body
Α	Cross right arm
К	Punch left arm across body
Ε	Cross left arm
Upward	Sit to the left
Take	Sit to the right with a low clasp
That ball	Poms behind head
Away	High V
- Pause -	Hold

REPEAT CHANT 3 TIMES

TO THE TOP G-O

WORD	MOTION
To the top	High V
G	O to the left
0	Move O above head
- Pause -	High V
Upward	Right low V
Let's	Circle right arm back to right low V
Go	Left high V
REPEAT CHANT 3 TIMES	

UPWARD, RAISE THAT SCORE

WORD	MOTION
Bring it	Daggers
Down	Circle poms to the left
The court	Pop feet apart in a broken T
Upward	Т
Raise	Broken T
That score	Feet together in a right high V
- Pause -	Hold

REPEAT CHANT 3 TIMES

UPWARD SCORE TWO

WORD	MOTION
Upward	Right T across body in a side lunge
- Pause -	Hold
Score	Swing right arm in a low V with right leg across body
Two	High V with feet apart
Move the ball	Roll poms in a squat with feet together
Let's go	Punch and stand
- Pause -	Hold

REPEAT CHANT 3 TIMES

THROUGH THE HOOP

WORD	MOTION
Aim	Feet apart in a high V
- Pause -	Hold
Shoot	Left low V
- Pause -	Hold
Get	Right candlesticks
That ball	Break left arm into a T
Through	Squat with feet together
The hoop	Pop feet apart in a right punch
- Pause -	Hold
REPEAT CHANT 3 TIMES	

UPWARD, TEAM LET'S FIGHT

WORD	MOTION
Pump it up	Step forward with right foot and pump poms
Get hype	Step back and shake poms above head
- Pause -	Squat and clap
Upward	Step forward in candlesticks
Team	Squat with poms behind hear
Let's fight	Feet apart in a high V
- Pause -	Clean

REPEAT CHANT 3 TIMES

YELL GO GO

WORD	MOTION
Yell it	T with feet apart
- Pause -	Broken T
To the G	Right T and pop toe
To the O	Left T and pop toe
Yell go	High V with feet together
- Pause -	Swing arms in and step forward
Go	High V
- Pause -	Clap with feet together

REPEAT CHANT 3 TIMES

YELL W-I-N

WORD	MOTION
Upward	*Stack broken T with feet apart
- Pause -	Hold
lf you wanna win	Swing arms into a left diagonal
Yell W	Right low V with a right squat
1	Break right T with a right squat
N	Break right high V in a right squat
- Pause -	Hold

REPEAT CHANT 3 TIMES

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

DEFENSE, GET IT BACK

WORD	MOTION
Get	Feet apart and hit a right high V
That ball	Right broken T to a low V
Back	Left high V
- Pause -	Feet together and clap
Defense	Squat in daggers
Get it	Feet apart in a touchdown
Back	Low V
- Pause -	Clean

REPEAT CHANT 3 TIMES

DOWN THE COURT

DOMN THE C	DOWN THE COOK!	
WORD	MOTION	
Down	(Ripple 1) Broken T with feet together on toes	
The Court	(Ripple 1) T in a back lunge	
Down	(Ripple 2) Broken T with feet together on toes	
The court	(Ripple 2) T in a back lunge	
Push	Right daggers in a squat with feet together	
That	Low touchdown and stand	
Ball	Left daggers in a squat with feet together	
Down the	Squat with hands on knees	
Court	Right punch and stand	
- Pause -	Hold	
REPEAT CHANT 3 TIMES		

GET 'EM DEFENSE GET EM

WORD	MOTION
You got	(Ripple 1) Front candlesticks and step forward with right foot
The ball	(Ripple 1) Daggers and turn with feet together
We want	(Ripple 2) Front candlesticks and step forward with right foot
The ball	(Ripple 2) Daggers and turn with feet together
Get 'em	Low V and step forward with right foot
Defense	Clasp and turn with feet together
Get 'em	Low V
- Pause -	Clap

GO BLUE, GO WHITE

WORD	MOTION
WORD	MOTION
Let's	Step to the right with right arm low across body
Go	Step feet together in a Broken T
Blue*	Right high V
- Pause -	Clap
Let's	Step to the left with left arm low across body
Go	Step feet together in a Broken T
White*	Left high V
- Pause -	Clap
Go	Step forward and hit a low V
Blue*	Sit and hit a high V
- Pause -	Feet together and clean
Go	Clap
White	Right punch
- Pause -	Clap twice

REPEAT CHANT 3 TIMES

MOVE THAT BALL THE OTHER WAY

WORD	мотіол
Steal	Step to the left while punching
lt	Broken Right T
- Pause -	Clap
Take it	Step forward and hit candlesticks
Away	Step back and hit daggers
Move	Dip with poms behind head
That ball	Feet apart in a high V
The other	Step to the right while punching
Way	Broken left T
- Pause -	Hold

^{*}Use Current Season Colors

PASS THE BALL

WORD	MOTION
Down the	(Front Row) Daggers
Court	(Front Row) High Touchdown
Pass the	(Back Row) Daggers
Ball	(Back Row) High Touchdown
Go	Clasp
Upward	Clasp
Go	Clasp
PEDEAT CHANT 2 TIMES	

REACHING FOR #1

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
One	Stand and right punch, hold
REPEAT CHANT 3 TIMES	

SCORE UPWARD, SCORE

OCONE OF TITUE, OCONE	
WORD	MOTION
Move	Right candlesticks
The ball	Bow & arrow to T with right foot back
Down	Left candlesticks
The court	Bow & arrow into T with feet apart
Score	Pop left knee and hit right punch
Upward	Break right punch into a dagger
Score	Right punch
- Pause -	Feet together and clap

REPEAT CHANT 3 TIMES

UPWARD, HERE WE GO

WORD	MOTION
Hey	Broken T with right toe tap
Hey	Broken T with left toe tap
- Pause -	Hold
Here we go	T and shake poms
Upward	Hands behind head and squat to the right
Here we	Hands behind head and squat to the left
Go	High V and shake poms with feet together
- Pause -	Hold

UPWARD, LET'S WIN

WORD	MOTION
Set it	Dip in daggers
Up	Feet apart in a touchdown
- Pause - - Pause -	Clap, clap
Put it	Right high V
In	Left low V
- Pause - - Pause -	Clap, clap
Upward	Step back with poms behind head
Let's	Dip in daggers
Win	Pop out in a high V
- Pause -	Feet together and clap twice

REPEAT CHANT 3 TIMES

UPWARD, MAKE THAT SHOT

WORD	MOTION
Of-	Jump feet apart, 0 motion with arms
Fense	Roll poms down
Get hot	Low V
- Pause -	Feet together and clap
Upward	Step back in a clasp
Make	Poms behind head
The shot	Right punch
- Pause -	Feet together and clap

WE WANT TWO

WORD	MOTION
Dribble	Step to the right and shuffle poms
Shoot	Right high V
- Pause -	Clap
Dribble	Step to the left and shuffle poms
Shoot	Left high V
- Pause -	Clap
Come on	Feet apart and swing poms
- Pause -	Daggers
Upward	Right punch
- Pause - - Pause -	Clap, clap
We want	Step forward with right hand behind head
Two	Right high V in a number 2
- Pause -	Clap and grab poms

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 can 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 can 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 can 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 3	MOTION
(cont.)	→ 1	Step and circle poms
	2	
:	3	Square 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 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 4	MOTION
1	Switch line in right bow and arrow
2	
3	Left bow and arrow
4	
5	Swing poms around
6	
7	Stand with poms behind head
8	

REPEAT EIGHT COUNTS 1-4 ONE MORE TIME		
End	Hold	

Intro	MOTION
1	Step forward with right foot and hit a T
2	Clap above head
3	Т
4	Clap above head
5	т
6	Clap above head
7	Step back with hands on hips
8	Poms on left hip

Eight Count 1	MOTION	
1	Right foot steps forward and hit a broken T	
2	Forward buckets	
3	Sit in a low V	
and	Stand and break low V	
4	Sit in a low V	
5	Right foot steps back with hands behind head	
6	Repeat for ripple 2	
7	Repeat for ripple 3	
8	Clean	

REPEAT EIGHT COUNT 3 MORE TIMES

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	

Eight Count 3	MOTION
t.) 1	Ripple 3
2	
3	Swing poms in
4	
5	Poms behind head
6	
7	Shake hips
8	Shake hips

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

After transition, repeat eight counts 1-3	
End	Right pom in front of chest

Sway

Eight Count 1	MOTION
1	Daggers and step to the right
2	Candlesticks and kick left leg
3	Daggers and dip
4	
5	Hands on hips in a back lunge
6	
7	Hands behind head and pop hip
8	Pop hip

	Eight Count 3	MOTION
(cont.)	· > 1	Right hand behind head and left hand on hip
	2	
	3	Left candlestick and step back
	4	
	5	High V and step back
	6	
	7	Roll to a low V and turn
	8	Pop hip

Eight Count 2	MOTION
1	Candlesticks to the right with left foot behind - Ripple 1
2	Ripple 2
3	Ripple 3
4	Hold
5	Swing arms around
6	Right arm in front of belly and left arm behind back
7	Right low V and sit to the right
8	Left low V and sit to the left ···

Eight Count 4	мотіол
1	Right punch with left arm in front of belly - Ripple 1
2	Ripple 2
3	Ripple 3
4	Hold
5	Hands behind head with feet apart
6	
7	Hands on hips with feet together
8	Left low V and sit to the left

Ending motion: High V

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	

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		

Eig	tht Count 3	мотіол
nt.)	1	Ripple 2 ends - Ripple 3 begins
	2	
	3	Ripple 3 ends
	4	
	5	Right pom bent and left pom on hip
	6	
	7	Left pom bent and right pom on hip
	8	

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

After transition, repeat eight counts 1-3	
End	Poms behind head and left knee popped

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	Stand together in a broken T
8	Poms on left hip

	Eight Count 3	MOTION
ont.)	> 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 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 4	MOTION
1	Feel 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	

Clap It Out

Intro	MOTION
1	Step forward with right foot and hit a T
2	Clap above head
3	Т
4	Clap above head
5	Т
6	Clap above head
7	Step back with hands on hips
8	Hold

Eight Count 1	MOTION	
1	Hands behind head with feet apart	
2	Clap to the right while pointing left toe - ripple 1	
3	Ripple 2	
4	Ripple 3	
5	Squat over left knee	
6	Look up	
7	Right T and left hand on hip with feet together	
8	Right punch and left arm by side	

Repeat eight count three more times Ending motion: Hand on Hips

INTERMEDIATE LEVEL DANCE ROUTINE FOR HALFTIME

Glorious

Eight Count 1	MOTION
1	Squat with feet together
2	Pop feet apart with open hands in front
3	Squat with right arm in a dagger and left arm in a broken T
4	
5	Squat with right arm in a broken T and left arm in a dagger
6	
7	Stand and wrap arms behind head
8	Low V with flexed wrists

Eight Count 2	MOTION
1	Step left foot across with right hand on back and left hand across chest
2	
3	Flick left arm in high V
4	
5	Wrap left arm behind head
6	
7	Hands behind back and shake shoulders
8	Shake shoulders

Eight Count 3	MOTION
··> 1	Kneel to your left with hands on left knee
2	
3	Seat roll back
4	
5	Kneel with right knee up. Right hand is behind head and left hand on back
6	
7	Right hand on knee and shake shoulders
8	
Eight Count 4	MOTION
1	Left hand on knee
2	Stand
3	Step back with flexed wrists to the front
4	
5	Pop right foot with right hand behind head and left hand on back
5 6	behind head and left hand
	behind head and left hand on back
6	behind head and left hand on back Flick right high V Step with left arm across

REPEAT EIGHT COUNTS 1-4 ONE MORE TIME		
End	Pop left foot with left hand open to front and right hand on back	

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

	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 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 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

⊢nn	Pop left knee with poms behind head
-----	----------------------------------------

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 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 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 4	MOTION
1	Daggers
2	Switch lines in a touchdown
3	Shake poms down
4	Clean
5	Swing poms around
6	Step in alternating high and low Vs
7	Alternating high and low Vs
8	Feet together and clap

REPEAT EIGH	T COUNTS 1-4 ONE MORE TIME
End	High V in levels

Party Time

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

Eight Count 2	MOTION
1	Bow and arrow
2	
and	Switch bow and arrow
3	Switch bow and arrow again
4	
5	Palms in front of shoulders
6	
7	Pump
8	Pump again

		1
Eiį	ght Count 3	MOTION
nt.) >	1	Squat with feet together (to the right)
	2	
	3	Hands on hips with feet apart
	4	
	5	Turn and squat with left hand on right knee and right hand behind head
	6	
	7	Clap
	8	Clap

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

After transition, repeat eight counts 1-4

⊢nn	Hug and step back with right leg
-----	----------------------------------

Rise Up

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 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 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 4	MOTION
1	Slap and step
2	Clasp and step
3	Wrap arms around head and turn
4	Clean
5	Walk with hands behind back
6	
7	Turn and right high V pump
8	Right high V pump

After transition, repeat eight counts 1-4	
End	Cross arms and pose

Hey DJ

Eight Count 1	MOTION
1	Step and cross right pom
2	Step together and cross 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

	Eight Count 3	MOTION
(cont.)	> 1	Pop feet apart and swing poms to the right
	2	Broken T
:	3	Swing poms to the left
	4	Broken T
	5	Т
	6	Squat with right pom on knee and left pom behind back - ripple 2 begins
	7	Ripple 2 ends - Ripple 3 begins
:	8	Ripple 3 ends

Eight Count 4	MOTION
1	Shuffle poms in a circle
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	

After transition, repeat eight count 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 the right foot behind
5	Finish ripple 2
6	Finish ripple 3
7	Sit to right in an O
8	

	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 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 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 Step back while shaking right pom down

ADVANCED LEVEL DANCE ROUTINE FOR HALFTIME

Stay Strong

Eight Count 1	MOTION
1	Squat with feet together and roll arms
2	Pop feet apart in flexed T
3	Right arm across chest
and	
4	Feet apart and circle around in buckets
5 and 6	Step left foot across. Pump right arm in a flexed low V with left arm across chest
7	Turn
8	

Eight Count 2	MOTION
1	Turn over left shoulder with right hand behind head and left hand on back
2	
3	Kneel with right knee up. Both hands on right knee
4	Lean back in a broken T
5	Push forward with flexed wrists
6	Wrap arms behind head
7	Right hand on knee and left hand on back
8	•…

	Eight Count 3	MOTION
(cont.)	→ 1	Seat roll back
	2	
	3	Kneel with left knee up. Both hands on left knee
	4	
	5	Left hand behind head
	6	Flick left high V
	7	Right hand on the ground and left hand on left knee
	8	Stand

Eight Count 4	MOTION
1	Step and swing arms to the right
and	Broken T
2	Clean
3	Right open palm to the front
4	Left open palm to the front
5	Cross arms and legs
6	Pop feet apart with hands behind head
7	Clean (Flick high V for eight count 8)
8	Clean for eight count 8

REPEAT EIGHT COUNTS 1-4 ONE MORE TIME

	Pop left foot with left hand on
	back and right hand open to
	the front

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

Ei	ght Count 3	MOTION
ont.)	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 swin around while stepping together
	6	To a squat - Ripple 2 begins
	7	Ripple 2 ends - Ripple 3 begins
	8	Ripple 3 ends

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

After transition, repeat eight counts 1-3 End Feet apart with poms up by hips

Turn It Way Up

Intro	мотіол	
1	Step forward with right foot and hit a T	
2	Clap above head	
3	Т	
4	Clap above head	
5	Т	
6	Clap above head	
7	Step back with hands on hips	
8	Hold	

Eight Count 1	мотіол	
1	Stand on toes and wrap arms behind head	
2	Squat with feet together - Ripple 2 starts	
3	Ripple 2 ends - Ripple 3 starts	
4	Ripple 3 starts	
5	Everyone steps to the left in a high V	
and	Break left arm	
6	Left low V	
7	Step to center and wrap left arm behind head	
8	Clean	

Repeat eight count three more times

ADVANCED LEVEL DANCE ROUTINE WITH POMS

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 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 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 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

MIRACULOUS: THE MIRACLES OF JESUS

WEEK 1:	GOD WITH US112
WEEK 2:	FISH STORY 115
WEEK 3:	ONE OUT OF TEN118
WEEK 4:	IN THE STORM121
WEEK 5:	FAR-REACHING POWER124
WEEK 6:	HEALED127
WEEK 7:	BACK TO LIFE 130
WEEK 8:	GOOD NEWS133
WEEK 9:	THROUGH THE ROOF136
WEEK 10:	THE BIG MEAL139
WEEK 11:	WALKING ON WATER142

→ 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	God With Us	But these are written so that you may continue to believe that Jesus is the Messiah, the Son of God, and that by believing in him you will have life by the power of his name. John 20:31 (NLT)
Week 2	Fish Story	Jesus replied to Simon, "Don't be afraid! From now on you'll be fishing for people!" Luke 5:10b (NLT)
Week 3	One Out of Ten	Be thankful in all circumstances, for this is God's will for you who belong to Christ Jesus. 1 Thessalonians 5:18 (NLT)
Week 4	In the Storm	The disciples were amazed. "Who is this man?" they asked. "Even the winds and waves obey him!" Matthew 8:27 (NLT)
Week 5	Far-Reaching Power	Jesus looked at them intently and said, "Humanly speaking, it is impossible. But with God everything is possible." Matthew 19:26 (NLT)

PRACTICE NUMBER	BIBLICAL THEME	VERSE
Week 6	Healed	And he said to her, "Daughter, your faith has made you well. Go in peace. Your suffering is over." Mark 5:34 (NLT)
Week 7	Back to Life	Jesus told her, "I am the resurrection and the life. Anyone who believes in me will live, even after dying." John 11:25 (NLT)
Week 8	Good News	If you openly declare that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved. Romans 10:9 (NLT)
Week 9	Through the Roof	And immediately, as everyone watched, the man jumped up, picked up his mat, and went home praising God. Luke 5:25 (NLT)
Week 10	The Big Meal	Jesus replied, "I am the bread of life. Whoever comes to me will never be hungry again. Whoever believes in me will never be thirsty." John 6:35 (NLT)
Week 11	Walking on Water	But Jesus spoke to them at once. "Don't be afraid," he said. "Take courage. I am here!" Matthew 14:27 (NLT)



• Background: What is a miracle? In our culture, a miracle is something outside of the norm, something that seems impossible or incredibly unlikely. We see miracles as uncommon but usually still somehow explainable. Yet the miracles of the Bible are different. "Miracles in the Bible are very diverse, but they have certain qualities in common. In essence, they are events for which all naturalistic explanations are firmly inadequate. They are temporary, extraordinary exceptions to the usual course of nature, things that would never happen, and could never happen, were natural processes left on their own . . . God constantly upholds and sustains every part of creation. He does that in ways we've labeled 'the laws of nature.' But, on some occasions, for reasons that belong to Him alone, He chooses to change His normal pattern, which results in a miracle." (Gary Inrig, The Miracles)

Our devotions this season will focus specifically on the miracles of Jesus, their purpose, and what they teach us about Him. Learning what the New Testament says Jesus did and why He did these impossible things will help the athletes on your team become better acquainted with Jesus and help build their faith in His divine power. Through Jesus' miracles, He gives us a glimpse into the kingdom of heaven, shows us God's priorities, demonstrates His authority, and reveals Himself as God in human form.

As recorded in the Gospels, Jesus' miracles include acts of power over nature, physical afflictions, and demonic activity. In the scope of this study, we won't spend much time on miracles of that third category. We also won't tackle another nuance of some of Jesus' miracles—that some were performed on the Sabbath to challenge the traditional understanding of the Sabbath laws and show Jesus as Lord of the Sabbath. Though these are both important elements of Jesus' miracles, they can be complex ideas for young minds, and we want to focus primarily on the overall concepts of Jesus' power and identity.

• Big Picture: For more insight, read John 20:30-31; Luke 7:18-23. If you don't own a Bible, you can download the YouVersion Bible App for free.



• Encouragement: Can we believe that the miracles of Jesus really happened? Of course, this is a matter of faith, but as is mentioned in the devotion, there is historical evidence for Jesus' miracles outside of the Bible. In the late first century AD, non-Christian Jewish historian Josephus wrote that Jesus was "a doer of startling deeds." Some of Jesus' ancient critics also reference Him as a sorcerer—evidence that He did things they could not explain. Early Christian sources outside of the New Testament show that followers of Jesus certainly believed in His miracles just a generation or

two after they took place. The Gospel accounts themselves were all likely written within about 60 years of Jesus' death and resurrection.

• Coach's Question for Reflection: Do I believe that Jesus really did the things the Bible says He did?

Practice Devotion | Share This With Your Team

KEY VERSE

But these are written so that you may continue to believe that Jesus is the Messiah, the Son of God, and that by believing in him you will have life by the power of his name.

John 20:31 (NLT)

Bottom Line: The miracles of Jesus show us who He is.

ASK (All Ages): What is a miracle?

A miracle is something good that happens that we can't explain. It's something outside the rules of nature and life as we know it. It's something that isn't supposed to be able to happen, but it does.

The Bible is an ancient book that tells us about God's plan for the world and how He has been at work throughout history. There are many miracles recorded in the Bible because God created everything, including the way the world works. He isn't bound to the same rules of nature that we are because He created nature. He made the rules!

We read about miracles God does throughout the Bible, but when you read the first four books of the New Testament, called the Gospels, it seems like there is a miracle on every other page! That's because the Gospels tell us about Jesus' life on the earth. Jesus is the Son of God. Along with God the Father and the Holy Spirit, Jesus is one of three persons of God, which together are called the Trinity. Jesus is God. He came down from heaven to the earth to live among people like us so that He could teach us about God and show us more of who God is.

Jesus did many miracles during His time on the earth. At least 35 of them are recorded in the New Testament. We're going to learn about several of Jesus' miracles this season. And there are a few things I want you to know as we talk about these amazing stories.

First, I want you to know that the miracles of Jesus teach us who He is and show us why He came to the earth. Jesus did a lot while He was on the earth, not just miracles. He taught many things about God. He asked people to follow His example. He was kind and loving toward people who were sinners and outcasts. Jesus didn't just do miracles to show off. His miracles had a purpose. Many of Jesus' miracles involved healing people. This showed that Jesus cared about people and wanted to help them. Jesus' miracles also showed His power. They showed that He was God. He could do things no one else



could do, like calm a storm or walk on water. Jesus' miracles were also signs that Jesus was the long-awaited Messiah, the Savior who was going to come and rescue the Jewish people and, ultimately, the whole world. The Old Testament told of the amazing signs and wonders this Messiah would do. If people were paying attention, they'd be able to see that Jesus was the Messiah. He was God, He cared about people, and He came to save us all.

ASK (All Ages): Why do you think the miracles of Jesus are important?

I also want you to know that the miracles of Jesus really happened. It's easy to be skeptical about things that seem impossible, but there are good reasons to believe in Jesus' miracles.

The Gospel books about Jesus were written within a lifetime of Jesus' death. Two of these books were written by Matthew and John, two of Jesus' followers or disciples, who traveled with Jesus and witnessed many of these miracles with their own eyes. The other two books, Mark and Luke, were written by Christians who heard eyewitness accounts from people who knew Jesus and saw His miracles. After Jesus died and rose from the dead, He returned to heaven, where He is still alive today. But His followers were still on the earth, and Jesus told them to go to the whole world and tell people about Him. So they traveled far and wide, telling people about Jesus and facing persecution and even death. Would they have done that for something they knew wasn't true? There's no way!

There are even a few historical records outside of the Bible that mention Jesus as someone who performed miracles or signs. The people who wrote these documents weren't Christians and didn't have any reason to make it up. Still, when they recorded who Jesus was, it was clear that He had done unusual, even miraculous things. All this helps us to believe that the miracles of Jesus really happened.

ASK (3rd Grade and Up): How do you think this evidence helps us believe in the miracles of Jesus?

ASK (All Ages): What do you think it would have been like to see a miracle of Jesus in person?



God, thank You for bringing us together as a team this season. We are excited to learn about the miracles of Jesus. Thank You for sending Jesus to show us more of who You are. We believe that You have the power to do amazing things. 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.



- Background: Though Jesus grew up in Nazareth, a village in inland Galilee, He made the bustling town of Capernaum on the shore of the Sea of Galilee His base of operations when He began His earthly ministry. The Sea of Galilee is actually a freshwater lake and was the primary source of the fishing trade in ancient Israel. Career fishermen like Peter, Andrew, James, and John worked long hours of intensive physical labor. "Fishermen would go out in their boats at night and bring in their catch early in the morning. Then they would separate the fish they caught, salt them down to preserve them, and deliver them to the market." (Argile A. Smith Jr., "Fishermen in the First Century." The Holy Land Illustrated Bible) We can imagine they might have felt it was dismissive of both their night-long labor and their expertise when Jesus told them to go back out and cast their nets again. Yet, they complied. They respected Jesus and had already seen Him do some miraculous things. The result was the biggest haul of their careers, more than two boats could hold without sinking. Everyone was astonished. "Peter was intimidated that someone who was obviously working with divine backing was in his presence . . . He feared his sinfulness might lead to judgment, but Jesus would show him otherwise." (NET Bible Notes on Luke 5) Through this fishing miracle, Jesus the rabbi recruited four rugged fishermen to become His students, three of whom would become His inner circle for the rest of His ministry.
- Big Picture: For more insight, read Luke 5:1-11.
- Encouragement: The second miraculous catch of fish recorded in John 21 provides a beautiful parallel to this story. It recounts one of Jesus' post-resurrection appearances to His disciples. In Luke 5, Jesus tells the fishermen that they will be fishing for people. In John 21, He tells Peter, "Feed my sheep." These are both key passages to understanding what being a disciple of Jesus is all about: people. When we think of these miracles, they should remind us that our mission as followers of Jesus is to seek after people so we can share God's word and care for them with God's love.
- · Coach's Question for Reflection: What does being a disciple of Jesus mean to me?

KEY VERSE

Jesus replied to Simon, "Don't be afraid! From now on you'll be fishing for people!" Luke 5:10b (NLT)

Bottom Line: The miracles of Jesus invite us to follow Him.

Raise your hand if you've ever heard of a fish story or a fish tale. Someone might say something is a fish story when they think someone is exaggerating or stretching the truth. It comes from the idea that fishermen have been known to exaggerate a little, especially about the size of the fish they caught! They might have caught a fish this big (hold up hands facing each other about a foot apart), then when they tell the story, they say the fish was this big (hold up hands a little further apart). Then, the next time they tell the story, they'll say it was this big (hold up hands even further apart), and the size keeps growing every time they tell the story!

The first miracle of Jesus that we're going to talk about is a story about fish, but it's not an exaggerated fish story. This really happened. We read about it in the book of Luke in the Bible

Some of Jesus' closest followers, called disciples, were fishermen for a living. They would take their wooden boats out onto the Sea of Galilee and let down nets to catch as many fish as possible to bring back and sell. The name of the Sea of Galilee is a bit of a fish story itself because it's more like a lake than a sea. Two brothers, Andrew and Simon Peter, were some of these fishermen. In our story today, they had already met Jesus but weren't His disciples yet.

Andrew and Simon Peter fished all night and came back with nothing. They couldn't even tell any fish stories, because they had nothing at all to show for their hard work. In the daylight, they were back at shore, washing their nets.

Meanwhile, Jesus arrived. A crowd followed Him, and Jesus started to teach them. He got into Simon Peter's boat and asked for Simon to push the boat out a little bit from the shore. Jesus sat down in the boat and taught from there. When He had finished teaching, Jesus told Simon to take the boat back out into the deep part of the lake and let down the nets to catch some fish.

"'Master,' Simon replied, 'we worked hard all last night and didn't catch a thing. But if you say so, I'll let the nets down again." (Luke 5:5, NLT)

ASK (All Ages): Do you think Simon, who was probably tired from fishing all night, really wanted to take the boat back out and let the nets out again? Why do you think he did it anyway?

Once they had let their nets down in the deep part of the lake, the nets suddenly filled up with so many fish that they started to tear! Andrew and Simon Peter signaled to their fishing partners, James and John, to come and help them. James and John brought their boat over, and they filled both boats with all the fish in the net. There were so many fish that the boats started sinking!

Everyone was amazed. Simon Peter fell to his knees in front of Jesus and said, "Oh, Lord, please leave me—I'm such a sinful man."

ASK (3rd Grade and up): Why do you think this was Simon Peter's response to seeing what Jesus could do?

The Bible says, "Jesus replied to Simon, 'Don't be afraid! From now on you'll be fishing for people!' And as soon as they landed, they left everything and followed Jesus." (Luke 5:10b-11, NLT)

ASK (All Ages): What do you think Jesus meant when He said they would be fishing for people?

Simon Peter, Andrew, James, and John would follow Jesus as He traveled through many towns and villages, teaching people about God and what it means to live for Him. They would witness many other miracles. Eventually, they would come to realize that Jesus was the Messiah, the Son of God, who had come to save everyone from sin and death. They would get to see Jesus after God raised Him from the dead, and they would spend the rest of their lives telling anyone who would listen about Jesus. Fishing for people meant they would do everything they could to help others believe in Jesus.

ASK (All Ages): What are some things you can do to help other people believe in Jesus?



God, let us be amazed at Jesus and the things He can do, like Simon Peter and the other disciples. Help us to fish for people by doing what we can to help people believe in Jesus. Thank You for showing us more of who You are. 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: In this devotion, we'll examine two scenes in which Jesus heals someone from leprosy. When the New Testament was written, leprosy could refer to a number of skin diseases, but the social and emotional effects would have been familiar to all with such conditions. They were not only suffering physically; they also were cut off from society. In the first scene (Luke 5:12-16), the man with leprosy disregards all protocol and falls to his knees right in front of Jesus. When Jesus touches him, it should make Jesus unclean. Instead, the leper is healed and made clean. In the second scene, ten men are calling from a distance so as not to pose a threat of uncleanness. Jesus doesn't touch them but sends them on their way to the priests for confirmation of their healing and, ultimately, sends them back to a normal life. In each scene, Jesus responds to a request for mercy with a simple but absolutely life-changing answer. In the second scene, the return of the lone healed man is striking. He now falls at the feet of Jesus, not in search of mercy, but in overwhelming, overflowing praise and gratitude.
- **Big Picture:** For more insight, read Luke 5:12-16; Luke 17:11-21; Mark 1:40-45; Matthew 8:2-4.
- Encouragement: We have all likely prayed for healing for ourselves or someone we love. The words of the leper in the first scene are helpful to remember when we bring such requests to the Lord. "The leper reveals an astonishing confidence in Jesus' power ('you can') . . . At the same time, the leper defers to Jesus' sovereignty ('if you are willing'). These twin thrusts are crucial in all Christian prayers for healing." (Craig L. Blomberg, *The New American Commentary: Matthew*) When we seek Jesus' power to heal our mortal bodies, we believe in His ability and defer to His will.
- Coach's Question for Reflection: When was the last time I was overwhelmed with gratitude to God?

KEY VERSE

Be thankful in all circumstances, for this is God's will for you who belong to Christ Jesus.

1 Thessalonians 5:18 (NLT)

Bottom Line: The miracles of Jesus teach us to be thankful.

During the early days of the COVID-19 pandemic, one of the things we were all told to do was to stay at least six feet away from other people when we left our homes. At the time when Jesus was on the earth, there was a skin disease called leprosy. People who had leprosy had to stay at least six feet away from other people, including their families, all the time. If it was windy, they had to stay 150 feet away from other people. They also had to shout, "Unclean, unclean!" to alert others they were nearby. They couldn't even live in their own homes but had to go live outside the town until they got better or passed away.

ASK (All Ages): What do you think it would have felt like to live with leprosy during Jesus' time?

The Bible tells us about Jesus healing quite a few people with leprosy. The first time this happened, a man with leprosy came and fell to his knees in front of Jesus, saying, "Lord, if you are willing, you can heal me and make me clean." Jesus did something simple but amazing. No one else would have dared to touch this man. But Jesus reached out and touched him and said, "I am willing. Be healed!" And the man was healed.

There's another story about Jesus healing leprosy that really stands out. Jesus and His disciples were traveling. As they were going into a village, ten men with leprosy stood at a distance. Instead of shouting, "Unclean," they were shouting, "Jesus, Master, have mercy on us!"

Jesus told them to go show themselves to the priests. Showing themselves to the priests was how they could confirm they were healed and be allowed back into their community, back to their families. As they hurried off to see the priests, they were healed.

The Bible says, "One of them, when he saw that he was healed, came back to Jesus, shouting, 'Praise God!' He fell to the ground at Jesus' feet, thanking him for what he had done." (Luke 17:15-16a, NLT)

ASK (All Ages): Why do you think only one of the ten men came back to thank Jesus for healing him?

The one man who came back was a Samaritan. Jesus and His disciples were Jews. Usually, Jews and Samaritans did not get along. Yet, it was only the Samaritan who came back to thank Jesus.

Jesus was amazed that this one man out of ten was the only one who came back to give



glory to God. "And Jesus said to the man, 'Stand up and go. Your faith has healed you." (Luke 17:19, NLT)

ASK (All Ages): Why should we praise God? Why is it important to stop and thank Him when we realize what He's done for us?

There are many verses in the Bible about being thankful. One of them is 1 Thessalonians 5:18 (NLT). It says, "Be thankful in all circumstances, for this is God's will for you who belong to Christ Jesus." God cares about us and does wonderful things for us. We want to stop and thank Him as much as we can. We want to show Him we appreciate Him and are grateful for everything He does for us, from healing us from disease to creating a beautiful sunrise to giving us good friends.

ASK (All Ages): What's something you'd like to thank God for today?



God, we want to say thank You! Thank You for all the wonderful things You have done for us. Thank You for all the beautiful things You've created and for how You are working in each of our lives. Thank You most of all for sending Jesus. Help us to remember to take the time to stop and give you the praise You deserve. We love You, Lord. 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 Gospel accounts tell us about two different storms that occur while the disciples are traveling by boat across the Sea of Galilee. These occur at two different times in Jesus' ministry, with the scene we're looking at for this devotion being the earlier of the two. Peter, Andrew, James, and John have likely faced a few storms on this lake, but this one is different. "Matthew refers to the storm as a 'shaking' (seismos). Mark calls it a 'great wind' (megale anaemu). It is a demonic attempt on their lives. Satan has Jesus and the disciples together in a single boat on the lake. It is his opportunity to wipe out the ministry in a single stroke. It has all the hallmarks of a demonic attack . . . So Jesus speaks to the storm the same words he speaks to silence demons: 'Be muzzled!' (see Mk 1:25)." (Michael Card, Mark: The Gospel of Passion) In all three Gospels that record this miracle, the very next event that occurs is Jesus healing someone from demon possession. Jesus certainly shows His power here over nature, but also over the supernatural. His mission will not be thwarted by anyone.
- Big Picture: For more insight, read Mark 4:35-41; Matthew 8:18, 23-27; Luke 8:22-25.
- Encouragement: "'Lord, help!' they cried in their trouble, and he saved them from their distress. He calmed the storm to a whisper and stilled the waves. What a blessing was that stillness as he brought them safely into harbor! Let them praise the Lord for his great love and for the wonderful things he has done for them." Psalm 107:28-31 (NLT)
- Coach's Question for Reflection: What fears do I struggle to trust God with?

KEY VERSE

The disciples were amazed. "Who is this man?" they asked. "Even the winds and waves obey him!"

Matthew 8:27 (NLT)

Bottom Line: The miracles of Jesus show us we can trust in Him when we're afraid.

ASK (All Ages): What do you do when there's bad weather?

When bad weather is on the way, most of us would probably like to be at home with our family, watching the weather report on TV. But what if a storm came up suddenly and you weren't at home—in fact, you were on a little wooden boat out in the middle of a big lake?

That's the situation Jesus' disciples found themselves in one day. They had set out in a fishing boat to cross to the other side of the Sea of Galilee. A storm came up without warning. The wind was strong, and the waves were huge. Water started crashing into the boat. Several of the disciples were fishermen who spent a lot of time on this lake, but even they were afraid.

Meanwhile, Jesus was taking a nap. Really! He was sleeping on a pillow in the back of the boat. The disciples had to wake Him up. They told Him, "We're going to drown!"

The Bible says, "When Jesus woke up, he rebuked the wind and said to the waves, 'Silence! Be still!' Suddenly the wind stopped, and there was a great calm. (Mark 4:39, NLT)

ASK (All Ages): What would happen if you went outside in a storm and yelled at the wind and rain to be still?

Jesus had power over the wind and the waves. He has power over all nature. Jesus is God, and He was there when everything was created. So everything, even the biggest storm, must listen to Him. If He tells it to stop, it will!

After Jesus calmed the storm, He asked His disciples, ""Why are you afraid? Do you still have no faith?" The disciples were absolutely terrified. "Who is this man?" they asked each other. 'Even the wind and waves obey him!" (Mark 4:40-41, NLT)

The disciples were still figuring out who Jesus was. They hadn't realized yet that He was God and had everything under His control. They didn't fully trust Him yet. Instead of realizing Jesus was on the boat and everything would be okay, they were afraid. Later, these same men would let their faith in Jesus overcome their fear. They would face hardship, prison, and even death, all to tell people about Jesus. They would trust in God and His plan for their lives. They would no longer let fear get in the way.

ASK (All Ages): What is something that scares you? How can you trust God in that situation?

God won't calm every storm in our lives. He won't make everything easy. But, just like Jesus was with the disciples on the boat, God is with us. Even when we can't see that He's got everything under control, He does. He just asks us to trust Him, even in the middle of the storm.

LET'S PRAY

God, we can really relate with the disciples in this story. It would have been scary to be in that storm, but it also would have been amazing to see Jesus make it stop. God, please help us to trust in You when we're afraid. Remind us that You are with us and that You are in control. 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 this devotion, we'll look at two separate but similar miracle stories. They both involve someone with authority, and they both end with the sick person being healed while Jesus is not even in the building—or in the first story, even in the same town. These miracles highlight Jesus' authority in a powerful way. The centurion's story is especially poignant. Centurions were the highest-ranked noncommissioned officers in the Roman army, leading divisions of around 100 soldiers each. This man knew about authority. His life revolved around following and giving orders. Though he was a Gentile, he "is almost certainly a 'God-fearer,' a Gentile who observes the basic tenets of Judaism but had not become a full convert." (Michael Card, Matthew: The Gospel of Identity) He is respectful of Jewish rituals, and knowing Jesus would be rendered unclean if he entered the centurion's home, he stops Jesus—though Jesus is willing to come in. Instead, he shows remarkable faith when he tells Jesus he knows He can heal his servant just by giving the command from where He is. Though his understanding is certainly incomplete, this soldier seems to understand more about Jesus' authority than even Jesus' own disciples at this time.
- Big Picture: For more insight, read John 4:43-54; Matthew 8:5-13; Luke 7:1-10; Matthew 19:26.
- Encouragement: The centurion "asks for what he knows he doesn't deserve and faithfully expects to get it anyway . . . He seems to intuitively understand that although he has a right to expect nothing from Jesus, still Jesus is willing to give him everything." Michael Card, Luke: The Gospel of Amazement
- Coach's Question for Reflection: Is there anything I struggle to believe Jesus has authority over? If so, why is that?

KEY VERSE

Jesus looked at them intently and said, "Humanly speaking it is impossible. But with God everything is possible." Matthew 19:26 (NLT)

Bottom Line: The miracles of Jesus reveal His authority.

In 2001, a French surgeon in New York City performed the first-ever completely remote surgery by operating on a patient over 3,000 miles away in France. He controlled the robotic equipment in France over a wireless network to perform the surgery as if he were right there in the room with the patient. While some surgeons today operate remotely, it's still not very common, though one day it may be.

But, like any surgery, it takes time to complete the operation and even more time for the person's body to heal and recover. Depending on their condition, they may require future surgeries and treatments.

During the time Jesus was on the earth, this kind of technology would have blown their minds. There was no such thing as the Internet, phones, texts, or online doctor's appointments. There was no way to interact or communicate with someone else far away at the exact same time. Distance got in the way. There was no way to get around it. Unless vou were Jesus.

One day, Jesus met a government official whose son was sick and dying in another town miles away. The official came to Jesus and begged Him to come and heal his son. Jesus told the man that his son would live. The man believed Jesus and left.

The Bible says, "While the man was on his way, some of his servants met him with the news that his son was alive and well. He asked them when the boy had begun to get better, and they replied, 'Yesterday afternoon at one o'clock his fever suddenly disappeared!' Then the father realized that that was the very time Jesus had told him, 'Your son will live.' And he and his entire household believed in Jesus." (John 4:51-53, NLT)

ASK (All Ages): What does this story tell us about Jesus and His power?

Another time, a centurion came to Jesus. A centurion was a Roman military leader in charge of a large group of soldiers. Most Romans did not believe in the God of the Bible. They had conquered Israel, and it was now under their control. This man came to Jesus, asking for help. One of his favorite servants was sick and dying. Jesus said He would come and heal the servant.

Surprisingly, the centurion said, "Lord, I am not worthy to have you come into my home. Just say the word from where you are, and my servant will be healed." (Matthew 8:8b. NLT) The centurion went on to say that he knew what it was like to have authority. He was in charge of his troops, and his orders were always followed. He believed that Jesus had

great authority and power. If Jesus said that his servant would be healed, he would be. Jesus didn't even have to be there.

Jesus was amazed at the centurion's faith. "Then Jesus said to the Roman officer, 'Go back home. Because you believed, it has happened.' And the young servant was healed that same hour." (Matthew 8:13, NLT)

ASK (3rd Grade and up): Why did what the centurion say show great faith in Jesus?

Jesus' power wasn't limited by distance. And unlike any kind of surgery, when Jesus healed people, it was complete and immediate. They were suddenly as good as new! These two stories should teach us to be like the centurion and realize that Jesus has incredible power. He is in charge. We can believe in Him to do things we think are impossible.

ASK (All Ages): How might believing that Jesus can do the impossible change how you pray? How might it change the way you live?



God, You amaze us. You can do things we never thought possible. Thank You for how Jesus showed Your power and helped people at the same time. Help us to have faith in Your incredible power and authority. We believe You are in control. 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: We've looked at two similar miracle stories side-by-side in some of our devotions so far, but for this devotion, we'll look at two miracles contained in one story. Jesus has just landed on the shore after one of His trips across the lake. The crowd is already gathering, but one man-Jairus, a synagogue leader-seems the most desperate. He falls to His knees before Jesus, begging Him to come and heal his dying daughter. Jesus obliges, but as they are going, they are stopped when Jesus feels power go out of Him. A woman who has been bleeding for twelve years touched the hem of His garment and has been healed. When Jesus speaks to her, He calls her daughter. "It is an affectionate family term, and this is the only time we hear Jesus use it." (Michael Card. Mark: The Gospel of Passion) His tender words are intended to heal her soul just as her body has now been healed. This woman's medical condition had rendered her unclean for twelve years, unable to touch anyone or be part of her community. Jesus' reaction shows how much He cares about her as a person. But the interruption seems to have cost them some time. Jairus receives word that his daughter has died. Jesus tells him not to be afraid. When they arrive at Jairus' house, the professional mourners are making a racket. Jesus dismisses them, and, as tenderly as He spoke to the bleeding woman, He now speaks to the dead girl and tells her to get up. Amazingly, she does! This is the first of three times Jesus will raise someone from the dead.
- Big Picture: For more insight, read Mark 5:21-43; Luke 8:40-56; Matthew 9:18-26.
- Encouragement: Jesus set out to heal one daughter but ended up healing two daughters. Note that the bleeding woman has had her debilitating condition for as long as the girl has been alive. Jesus cared for them both and treated them both with gentleness. He didn't let the interruption of the woman negatively affect His attitude toward her. He wasn't in such a hurry that He ignored her. In the often breakneck pace of our lives, we would do well to look at Jesus' example. He took His time in order to really take care of people. He viewed interruptions as opportunities. He cared for the whole person and spoke to them with love.
- Coach's Question for Reflection: Do I often find myself too busy, rushed, or distracted to give others my full presence? What would it feel like to slow down?

KEY VERSE

And he said to her, "Daughter, your faith has made you well. Go in peace. Your suffering is over." Mark 5:34 (NLT)

Bottom Line: The miracles of Jesus encourage us to use every opportunity to help others.

ASK (All Ages): How does it feel when you get interrupted while you're trying to do something important?

We don't usually like it when something or someone gets in the way while trying to do something important. It's easy to forget that what's most important is treating people well and showing them we care. Today, you'll hear about a time when Jesus was interrupted on His way to do something super important. But instead of getting angry or upset, Jesus did something amazing.

Here's what happened. One day, there was a whole crowd of people around Jesus. "Then a leader of the local synagogue, whose name was Jairus, arrived. When he saw Jesus, he fell at his feet, pleading fervently with him. 'My little daughter is dying,' he said. 'Please come and lay your hands on her; heal her so she can live.'" (Mark 5:22-23, NLT) The girl was just twelve years old.

Jesus walked with Jairus toward his house, and the crowd followed them. Jesus was surrounded by people when suddenly He felt something. "Who touched me?" He asked. His disciples were a little confused—all kinds of people were pushing against Him in the crowd. "But Jesus said, 'Someone deliberately touched me, for I felt healing power go out from me." (Luke 8:46, NLT)

Eventually, a trembling woman came forward and fell to her knees in front of Jesus. For twelve years, she had suffered from a painful medical condition that kept her from living a normal life. She wasn't allowed to touch anyone else at all. Hidden in the crowd, she had reached out toward Jesus, believing that she would be healed even if she just touched the hem of His robe. And she was! Jesus said to her, "Daughter, your faith has made you well. Go in peace. Your suffering is over." (Mark 5:34b. NLT)

ASK (All Ages): How do you think this woman felt after she was healed? How do you think being healed changed her life?

ASK (3rd Grade and up): Why do you think Jesus called the woman "daughter"? What might Jesus' words have meant to someone who had been separated from any family and friends for twelve long years?

While this was all happening, Jairus got terrible news. His daughter had died before Jesus could get there. But Jesus told him, "Don't be afraid. Just have faith." When they got to

PRACTICE 6 (CONTINUED) HEALED

UPU###D

Jairus' house, Jesus went in to see the girl. He held her hand and said, "Little girl, get up!" And the girl got up and started walking around! Jesus told her parents to get her some food. She was alive and well!

ASK (All Ages): What does this story tell you about Jesus? Why was He always letting people interrupt Him or drag Him around to different places to heal people?

Jesus cares about people. He cared about both the woman who touched His robe and Jairus' daughter. He cares about each one of us. When we are sick, scared, or desperate, we can ask Him for help. He might not help us in exactly the way we are expecting. But we can trust Him. He will be with us no matter what we are going through.

ASK (7^{th} Grade and up): How would our lives change if we saw interruptions as opportunities like Jesus did?

LET'S PRAY

God, thank You for caring about us. Help us remember we can always pray to You when we need help. Help us not to get frustrated at interruptions but to look for opportunities to help others and show them we care. 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: For this devotion, we'll look at one of Jesus' most incredible miracles: raising Lazarus from the dead. Though this is not the first time Jesus has brought someone back to life, this story dramatically portrays the sorrow of death and Jesus' power over it. Two primary reasons for this are that 1) Lazarus is a dear friend of Jesus and 2) Jesus raises him after he has been dead for four days. This was much longer than Jairus' daughter and the widow of Nain's son (Luke 7:11-17) were dead before Jesus raised them. "There can also now be no doubt that Lazarus was really dead. There was a Jewish folk belief that a soul would linger near a body for three days before it left." (Gary Inrig, The Miracles) This powerful story also highlights Jesus' attachment to Lazarus and his sisters, Martha and Mary. The Bible says Jesus loved them (John 11:4); Jesus risked His life to come to them (John 11:8); Martha and Mary spoke to him honestly and didn't hide their emotions from Him (John 11:21, 32); Jesus reacted to the situation with emotion (John 11:33-35, 38); and Jesus brought Lazarus back to life (John 11:43-44). During his conversation with Martha. Jesus gives one of the seven "I am" statements in John, which help reveal His identity, saying, "I am the resurrection and the life. Anyone who believes in me will live, even after dying." (John 11:25) Martha responds by confessing her belief in Jesus as the Messiah (savior), similar to Peter's confession in Matthew 16:13-16.
- Big Picture: For more insight, read John 10:22-11:53.
- Encouragement: "The rabbis later taught that those who did not believe in the resurrection would not share in the life to come. Perhaps Martha has already heard this teaching. She confirms to Jesus her belief in the resurrection at the last day. But resurrection is no longer a matter of a time or a place, but a person. Jesus is the resurrection. Not a theological abstraction but a living, breathing human being." Michael Card, John: The Gospel of Wisdom
- Coach's Question for Reflection: Do I believe that Jesus really has power over death?

KEY VERSE

Jesus told her, "I am the resurrection and the life. Anyone who believes in me will live, even after dying." John 11:25 (NLT)

Bottom Line: The miracles of Jesus prove His power over death.

ASK (All Ages): What do you think Jesus' most amazing miracle was?

Last practice, we talked about Jesus bringing a 12-year-old girl who had died back to life. That's pretty amazing! Today, we will talk about another miracle where Jesus brings someone back to life. Jesus was friends with two sisters named Mary and Martha, and their brother Lazarus. The Bible says specifically that Jesus loved them. He would often visit with them in the village where they lived. One day, Jesus got news that Lazarus was very sick. He waited two days and then told His disciples they were going to Bethany, where Lazarus and his sisters lived.

Some of the religious leaders in Jerusalem were very angry with Jesus because He had claimed to be God, and they didn't believe He was. They had even tried to stone Him. It was dangerous for Him to go back to the area. So Jesus' disciples tried to persuade Him not to go. But Jesus traveled to Bethany anyway. When He arrived, Lazarus had already passed away.

Martha, one of Lazarus' sisters, came out to see Jesus. She said, "Lord, if only you had been here, my brother would not have died." (John 11:21b, NLT) Martha believed Jesus could have healed her brother. But she didn't know that, even now, it wasn't too late for Jesus to help.

"Jesus told her, 'Your brother will rise again." (John 11:23, NLT)

ASK (All Ages): What do you think Martha thought when Jesus told her that her brother Lazarus would rise again?

Jesus said to Martha, "I am the resurrection and the life. Anyone who believes in me will live, even after dying. Everyone who lives in me and believes in me will never ever die. Do you believe this, Martha?" (John 11:25-26, NLT)

Martha said, "'Yes, Lord . . . I have always believed you are the Messiah, the Son of God, the one who has come into the world from God." (John 11:27, NLT)

Martha believed Jesus was who He said He was. She believed He was the Son of God. As for Jesus, He was about to show off His power and prove who He was in a truly amazing way.

Jesus was God, but He was also human and had human emotions. When He saw Mary,

Lazarus' other sister, weeping, the Bible says Jesus also wept. He cared deeply about this family.

ASK (7th Grade and up): Do you think of Jesus as having emotions? What does this tell you about Him?

Jesus went to the tomb where Lazarus had been buried. It was a cave with a giant stone rolled in front of the entrance.

"'Roll the stone aside,' Jesus told them. But Martha, the dead man's sister, protested, 'Lord, he has been dead for four days. The smell will be terrible." (John 11:39, NLT)

But Jesus insisted, and they rolled the stone aside. Jesus prayed and then shouted, "Lazarus, come out!" Lazarus walked right out of the tomb, still wrapped in grave clothes. He was alive! After this happened, many people believed in Jesus. But others became more determined to kill Him.

Even though we know that Jesus raising the 12-year-old girl back to life was just as amazing as this, she had just died before Jesus raised her. Lazarus had been dead for four days, which, in their culture, meant that he was really, truly dead before Jesus brought him back to life. This proved His power to those who saw this miracle—in an incredible way. Jesus had the ultimate power: power over death. Soon, He would be raised back to life Himself and would defeat death forever. We'll talk more about that next practice.

LET'S PRAY

God, thank You that Jesus cared about Lazarus, Martha, and Mary. Thank You that He cares about us. And thank You that He has power over death. Like Martha, help us believe that Jesus really is who He said He is. Help us see that Jesus really is the Son of God. 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: This important devotion will focus on the greatest miracle: that God came to the earth to live among us and die for us, ultimately defeating death and restoring our relationship with Him. All of the other miracles Jesus performed were in service to this one. They revealed His identity and His priorities. He was God, and He came to save us. Jesus' death and resurrection prove this to the fullest extent. Only God could conquer death, and only a God who loves us would die for us. The Bible often refers to Jesus being raised from the dead. God the Father vindicated His Son by raising Him from the dead (Galatians 1:1; Acts 2:24, 13:30), through the power of the Holy Spirit (Romans 1:4, 8:11; 1 Peter 3:18). But Jesus also refers to His own involvement in His resurrection in John 2:19-22 and 10:17-18. "The New Testament thus records the Father, Son, and Holy Spirit as all performing the miracle of Christ's resurrection." (NET Bible Notes on John 2) This devotion will help the athletes on your team understand the miracle of the cross and the empty tomb, and what it means for them.
- Big Picture: For more insight, read John 19-20; Romans 10:9-13; Romans 5:1-11.
- Encouragement: "The credibility of the resurrection of the Lord Jesus is the fulcrum on which belief in miracles rests. In the light of the resurrection, the accounts of His miracles fit coherently, and on the basis of His authority, the miracles of the entire Bible gain credence." Gary Inrig, The Miracles
- Coach's Question for Reflection: What impact has the miracle of Jesus' resurrection had on my life?

KEY VERSE

If you openly declare that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved.

Romans 10:9 (NLT)

Bottom Line: The greatest miracle is that Jesus died and rose again to save us.

This season, we've been learning about some of the amazing miracles Jesus performed while He was on the earth. But not everyone was amazed. Some people were angry. They heard what Jesus taught and saw what He did, but they didn't believe He was the Son of God. They thought He was an imposter and a troublemaker. The things He said and did threatened their power and their beliefs.

Eventually, they arrested and imprisoned Jesus. They put Him on trial with false witnesses, and He was sentenced to die. Jesus was nailed to a wooden cross, with two criminals on crosses on either side of Him. It was a terrible, painful way to die.

We know how powerful Jesus was. At any time, He could have stopped this. But He didn't, because dying on the cross was part of His mission on the earth. We've seen how much Jesus cared about people, and His biggest act of love was dying on the cross. He did it to save all of us.

God created each one of us and loves us very much. He wants to have a relationship with us. But God is holy and perfect, and we are not. We are far from perfect because we all sin. Sin is anything we think, do, or say that disobeys God. It's things like lying and cheating and hurting other people on purpose. God can't be in a relationship with us because of our sin. It is the opposite of who He is. Sin separates us from Him, now and forever.

ASK (All Ages): Why do you think sin separates us from God?

This is where Jesus comes in. The Bible says the punishment for sin is death. When Jesus died on the cross, He took our punishment on Himself. He paid the price for our sin. And because Jesus is God and never sinned, when He died, it canceled our sin forever. When we believe in what Jesus did for us and ask God to forgive us for our sins, He forgives us through Jesus! We can have a relationship with Him.

ASK (All Ages): How does it make you feel to think about what Jesus did for you?

Jesus dying on the cross isn't the end of the story, though. He was buried in a tomb like the one Lazarus was buried in. Three days after He died, some of Jesus' female followers went to Jesus' tomb and found it empty! They thought someone had stolen Jesus' body and hurried to tell Jesus' disciples. Simon Peter and John ran to the tomb and found it empty, just like they said. Then they left.

Mary Magdalene, one of the women, stood near the tomb crying. She saw someone in

the garden with her but didn't recognize Him. The man asked her why she was crying. She assumed He was the gardener and asked Him where He had put Jesus' body. Then, the man said her name—and she finally recognized that it was Jesus! He was alive and standing in front of her!

Jesus gave Mary a message for His followers. She ran and found them, saying, "I have seen the Lord!" Jesus appeared to His followers several more times before returning to heaven, where He is still alive today! You see, Jesus' resurrection is the greatest miracle of all. When Jesus raised Lazarus and Jairus' daughter, they probably lived for a few more decades. But eventually, they both died again. When God raised Jesus from the dead, He couldn't die again. He defeated death once and for all. Because of this, if we believe in Jesus and trust in what He did for us, we will live with Him forever in heaven after we die. The Bible says, "If you openly declare that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved." (Romans 10:9, NLT)

ASK (3rd Grade and up): Why is it important that Jesus didn't stay dead and didn't die later on?

This is the greatest miracle of all time and the most amazing thing Jesus did. And He did it all for us. There's a Bible verse that says this: "So now we can rejoice in our wonderful new relationship with God because our Lord Jesus Christ has made us friends of God." (Romans 5:11, NLT) That's amazing!

ASK (All Ages): What do you think it means to be a friend of God?

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

LET'S PRAY

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. Please let everyone here accept Your gift of forgiveness through Jesus so that we can all be friends of God. 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: The miracle we'll look at in this devotion is rich with meaning. Here, Jesus exercises remarkable authority over both the spiritual and the physical world by forgiving and healing a paralyzed man. "The Lord Jesus was claiming not only the ability but also the authority to forgive sins on the earth. In other words, He was claiming for himself the prerogative of God. He will make that 'incredible' claim credible by giving the grumbling religious leaders a visible display of His divine authority in the spiritual realm by demonstrating His authority in the physical realm. His healing power was not an end in itself. It was a flashing arrow, pointing to His divine authority. In what He was about to do, there was an implicit claim to deity." (Gary Inrig, The Miracles) This will help fuel the religious leaders' antagonization toward Jesus. Meanwhile, we also see how Jesus emphasizes the spiritual need for forgiveness even over physical needs. Several significant things are going on here! Yet, we often come away from this story focused on the tremendous faith of the four friends who brought the paralytic to Jesus and didn't let any obstacles (including a roof they would probably have to pay to repair) stand in their way. The main point of this miracle is Jesus' identity, power, and authority, but the story also reminds us that if we are convinced that Jesus is who He says He is, we should stop at nothing to bring people closer to Him. It was the determined faith of the stretcher-bearers that Jesus Himself responded to.
- Big Picture: For more insight, read Luke 5:17-26; Mark 2:1-12; Matthew 9:1-8.
- Encouragement: We see Jesus care for people's physical needs in many instances throughout the Gospels. But He also cares for their spiritual and emotional needs. When we seek to follow His example, we should certainly do our best to help people in tangible ways. But we can often overlook the less obvious needs. How can we help with needs we can't see? Are there people around you who need prayer, encouragement, friendship, forgiveness, etc.? Look for a way to meet an intangible need of someone in your life this week.
- Coach's Question for Reflection: Have I ever let an obstacle keep me from helping someone else get closer to Jesus? How can I overcome that obstacle in the future?

KEY VERSE

And immediately, as everyone watched, the man jumped up, picked up his mat, and went home praising God. Luke 5:25 (NLT)

Bottom Line: The miracles of Jesus remind us to help bring others to Him.

I want you to imagine that you're living 2,000 years ago, in the time of Jesus. Something happened to you when you were younger—either an injury or an illness—that caused you to be paralyzed. You can't walk. There are no wheelchairs, so when you want to go anywhere, you have to rely on someone else. It is a difficult life. But you have great friends. They are always looking out for you.

One day, one of your friends comes running into your house. Three more friends are with him. "The teacher is back!" he says, full of excitement. "We have to take you to Him. He can heal you!" You've heard of the amazing things this man named Jesus has done. "Let's go!" you say, and your friends help you onto the stretcher they use to carry you.

Your friends are practically running, with you bouncing along on the stretcher. But they slow down as they get closer to the house where Jesus has been teaching. There is a huge crowd. Your friends try one way, then another. They can't get through. One of them looks around and has an idea. They start carrying you up the outside stairs on the side of the house—the stairs that go up to the roof.

Your friends set you down and start digging a hole into the straw roof of the house. It's got to be big for your stretcher to fit through, but they manage to do it. The people below are staring with shock and curiosity as your friends lower you on your stretcher into the house using a rope. Suddenly, you are staring up at Jesus, the one you have heard so much about—the one who might be able to change your life.

ASK (All Ages): What would you be feeling in this moment?

Several of the books about Jesus in the Bible tell us about a paralyzed man who was brought to Jesus by his friends and was lowered through a hole in the ceiling right in front of Jesus, just like this! Let's find out what happened in the real story.

The Bible says, "Seeing their faith, Jesus said to the man, 'Young man, your sins are forgiven." (Luke 5:20, NLT)

ASK (All Ages): Do you think this is what the man and his friends were expecting? Why would Jesus say this?

This made some of the religious leaders who were in the crowd angry. "Who can forgive sins but God?" they thought. They were mad that Jesus was claiming to be God. Little did they know that Jesus was God, and He knew exactly what they were thinking.



Jesus said, "Why do you question this in your hearts? Is it easier to say 'Your sins are forgiven,' or 'Stand up and walk'?" (Luke 5:22b-23, NLT) Jesus would prove that He had the authority and the power to forgive sins by showing He had the authority and power to do something no one else could do.

The Bible says, "Then Jesus turned to the paralyzed man and said, 'Stand up, pick up your mat, and go home!' And immediately, as everyone watched, the man jumped up, picked up his mat, and went home praising God." (Luke 5:24b-25, NLT)

ASK (3rd Grade and up): Why do you think Jesus forgave the man before He healed him? How did healing the man show that Jesus also had the authority to forgive sins?

Jesus did something amazing by healing this man, but He knew that physical healing wasn't all the man needed. He needed forgiveness for His sins. Jesus healed many people during His time on the earth, but He never forgot that people needed forgiveness, too. And one day, He would do something even more amazing by dying on the cross so that we could all find forgiveness in Him, which we talked about last practice.

ASK (All Ages): Think about the paralyzed man's friends. What can we learn from them?

The man's friends were determined to bring their friend to Jesus. They didn't know exactly what would happen, but they believed Jesus could help their friend. And they didn't stop when the crowd got in their way. They did everything they could to bring their friend to Jesus. They can inspire us to tell our friends about Jesus and do what we can to help them experience the hope, healing, and forgiveness Jesus offers.

LET'S PRAY

God, You know what we need. Thank You for the forgiveness we can have through Jesus. And thank You for the people in our lives who have taught us about Jesus and brought us closer to Him. Help us to be that kind of friend to others. 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: The miracle we'll discuss in this devotion is the only one recorded in all four Gospel accounts (aside from Jesus' resurrection). The context is significant. The disciples have recently returned from their mission trip to preach, cast out demons, and heal. Jesus has recently learned of John the Baptist's beheading. John writes that it is near Passover, so it is about one year before the Passover when Jesus Himself will be executed. Jesus and His disciples withdraw by boat to a remote. quiet place to rest and recharge away from the ever-present crowds that follow Jesus. But the crowds follow on foot around the northern shore of the Sea of Galilee. They are relentless. But so is Jesus. He is likely emotionally and physically weary, but He has compassion on them, heals their sicknesses, and teaches them. When the hour grows late. He tells the disciples to feed these masses, which amount to 5.000 men—with women and children, there were likely at least triple that number. The disciples, who are also tired from their travels, have no answer. They don't have the resources to feed this many people! But Jesus is about to perform an astonishing miracle and teach them a valuable lesson at the same time. "The Lord had two seemingly opposing things He wanted to teach His disciples: their responsibility and their inadequacy." (Gary Inrig, The Miracles) But Jesus will also prove His sufficiency. In Judaism, the leftovers collected after a meal, known as the peah, were given to the slaves. After this miraculous meal, there are exactly twelve baskets of leftovers one for each of the twelve disciples. Jesus expects them to serve, but He doesn't leave them out.
- Big Picture: For more insight, read John 6:1-15; Matthew 14:13-23; Mark 6:31-46; Luke 9:10-17.
- Encouragement: "Although He had not needed the boy's lunch as a starter for a miracle, and although He didn't need the disciples to be distributors of the food, He had chosen to use them both. The main inadequacy the disciples displayed wasn't the inadequacy of their finances or their food resources, but the inadequacy of their faith in Him. As long as they calculated without Christ, they were helpless in the face of overwhelming needs. But when they simply obeyed Him, His sufficiency proved to be more than enough to meet not only the needs of the crowds but their own needs as well." Gary Inrig, The Miracles
- Coach's Question for Reflection: Do I believe Jesus is sufficient to meet my needs?

KEY VERSE

Jesus replied, "I am the bread of life. Whoever comes to me will never be hungry again. Whoever believes in me will never be thirsty."

John 6:35 (NLT)

Bottom Line: The miracles of Jesus teach us that He will provide.

ASK (All Ages): What kind of food or meal do you think of when you're really hungry? What sounds so good when your stomach is grumbling? (Give a personal example.)

We usually feel the most hungry after we've been working hard and we've gone a while without food. You've probably been pretty hungry after a game or a hike, or after working hard helping your parents around the yard or the house. Today, I want to tell you about a time when Jesus was surrounded by some hungry people. Jesus and his disciples had taken a boat to another area around the Sea of Galilee, but a huge crowd of people followed Jesus around to the other part of the lakeshore, traveling by foot.

To be honest, Jesus wanted a break. He had just gotten the very sad news that His cousin had died. He wanted to be alone to pray. Plus, He'd been surrounded by crowds for a long time and probably wanted some peace and quiet. But when Jesus saw that the crowds had followed Him, He had compassion on them. He healed those who were sick and started to teach.

ASK (All Ages): Jesus cared for the crowds even when He was tired and needed a break. What does that tell us about Him?

It was getting late, and they were in the middle of nowhere. The people were probably getting pretty hungry. They were miles away from home and had walked a long way. Jesus' disciples suggested that they send the crowd away so that they could buy food in the nearby villages and countryside. But Jesus told His disciples, "You give them something to eat."

The disciples were shocked. The Bible says there were 5,000 men there. With the women and children, there were probably more like 10 or 15,000 people in the crowd. The disciples couldn't afford to feed all these people!

But Simon Peter's brother Andrew spoke up. He'd found a boy with five small loaves of bread and two small fish. He said, "But what good is that with this huge crowd?" (John 6:9b, NLT)

Jesus took the boy's lunch and told His disciples to have the crowd sit down in groups. The Bible says, "Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterward he did the same with the fish. And they all ate as much as they wanted." (John 6:11, NLT)

ASK (K-2nd Grade): What makes this a miracle? Could Jesus have fed all those people with the food He was given?

ASK (All Ages): What does this miracle tell us about Jesus? Why do you think He decided to feed the people instead of sending them away?

After everyone was full, Jesus sent His disciples back around to gather any food that was left. They ended up with twelve big baskets of leftovers! Jesus didn't just feed people what they needed. He went above and beyond—and there was a basket left over for each of His twelve disciples.

ASK (All Ages): What are some ways you can show compassion to people and care for their needs?

Later, Jesus said, "I am the bread of life. Whoever comes to me will never be hungry again. Whoever believes in me will never be thirsty." (John 6:35b, NLT) Jesus wasn't just talking about food. Even though He provided for the physical needs of the crowd, He knew that wasn't all they needed. They needed Him. He was the only one who could save them and give them eternal life. He cared about them and didn't want them to only have what they needed during their lives on this earth, but also after they died.

LET'S PRAY

God, thank You for caring about us. Remind us to turn to You when we need help. Show us how we can have compassion for people around us and meet their needs. Thank You for sending Jesus so that we could have eternal life with You. 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: Our next miracle takes place immediately after the one we studied last practice. John writes that the people who witnessed Jesus multiply a small lunch into enough food for thousands were ready to force Jesus to be their king. This was not the plan. Jesus dismisses the crowds, sends His disciples ahead of Him by boat, and slips away into the hills to finally get His much-needed alone time with God. When Jesus walks toward the disciples on the water, He identifies Himself and tells them not to be afraid. In the original Greek, the words literally mean, "I am; no fear!" Jesus had just provided bread to people in the wilderness (as God did for the Israelites in the Old Testament). Now, He identified Himself in the same way that God identified Himself to Moses at the burning bush (Exodus 3:14) as He walked on the water, an act also associated with God in the Old Testament (Job 9:8-10; Psalm 89:9). Though the disciples couldn't vet fully understand Jesus or His complete mission on the earth, they finally understood enough to truly worship Him as the Son of God (Matthew 14:33). Peter's part of this story is only recorded in Matthew. On the one hand, Peter shows great faith and initiative in requesting to participate in the miracle. On the other hand, he lets doubt overtake him. It is easy for us to see ourselves in Peter. Jesus wants us to be part of His work (as in the miracle of the loaves and fish, for instance), but we must keep our eyes on Him. If we do, we are sure to witness some unbelievable, beautiful things.
- Big Picture: For more insight, read Matthew 14:22-33; John 6:16-21; Mark 6:45-52.
- Encouragement: "Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us. We do this by keeping our eyes on Jesus, the champion who initiates and perfects our faith." Hebrews 12:1-2a (NLT)
- Coach's Question for Reflection: What about Jesus' miracles makes me want to worship Him?

Practice Devotion | Share This With Your Team

KEY VERSE

But Jesus spoke to them at once. "Don't be afraid," he said. "Take courage. I am here!"

Matthew 14:27 (NLT)

Bottom Line: The miracles of Jesus should lead us to worship Him.

Today, we're going to talk about one of Jesus' most famous miracles. Like several others we've talked about, this miracle took place on the Sea of Galilee. Jesus had sent His disciples off in a boat to return to the other side of the lake, while He took some time to pray alone.

The disciples were in the middle of the lake, struggling to steer the boat with the oars because the wind was against them. Around three o'clock in the morning, the disciples saw a figure out on the lake, walking on the water! They were terrified. They thought it was a ghost.

ASK (All Ages): What would you think if you saw someone walking on water?

But, of course, it wasn't a ghost. It was Jesus! He said to them, "Don't be afraid. Take courage. I am here."

ASK (3rd Grade and up): The disciples saw Jesus do many miracles. Why do you think they were still surprised whenever He did something impossible?

But Jesus wasn't the only one who would get to walk on the water. Simon Peter called to Him, "Lord, if it's really you, tell me to come to you, walking on the water." (Matthew 14:28b, NLT) Jesus told him to come. Peter climbed over the side of the boat and started walking on the water toward Jesus!

Peter's once-in-a-lifetime experience didn't last long, though. He looked around and saw the wind and waves and got scared. He stopped trusting in Jesus and started giving in to his fear. Peter began to sink and shouted for Jesus to save him.

The Bible says, "Jesus immediately reached out and grabbed him. 'You have so little faith,' Jesus said. 'Why did you doubt me?' When they climbed back into the boat, the wind stopped. Then the disciples worshiped him. 'You really are the Son of God!' they exclaimed." (Matthew 14:31-33, NLT)

ASK (All Ages): What do you think made Peter stop trusting in Jesus at this moment?

Jesus was so close to Peter when Peter was sinking that Jesus could reach out and grab him. But Peter forgot Jesus was right there with him and that Jesus was in control. Peter let his fear distract him and keep him from fully trusting Jesus.

ASK (3rd Grade and up): How can fear hold us back from fully trusting in God?

A verse later in the New Testament tells us that we should keep our eyes on Jesus. That's what Peter needed to do, and that's what we need to do. If we focus on Jesus instead of our fears, He will lead us through them. We can know that He is always right there with us.

The disciples' response to this incredible miracle was to worship Jesus. This was the first time that they seemed to really believe that He was the Son of God. All of Jesus' miracles point to this amazing truth. Like the disciples, when we read about Jesus' miracles and see the amazing ways He is working in our lives, we should also stop and worship Him. Remember, He did everything we've talked about this season because He loves us. He deserves our praise and our worship. He is worth it.

ASK (All Ages): What about Jesus' miracles makes you want to worship Him?

LET'S PRAY

God, You truly are miraculous. Thank You for all the amazing things Jesus did on the earth, and thank You for all the amazing things You do in our lives today. We believe You are always right there with us, ready to help us. Teach us to trust in You, even when we feel afraid. Help us to keep our eyes on You. We are amazed by You, and we want to worship You always. Amen.

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

SECTION 4

GAMES

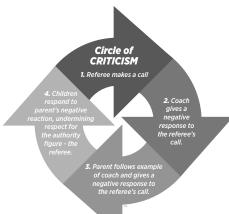
Game Day Attitude	146
Cheer Format	147
Game Day Stars	147
Cheer Competition & Showcase	149
Season Celebration	149
Game Day Format	150

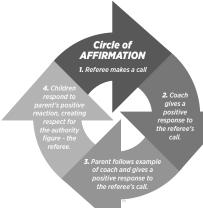
→ Circle of Affirmation

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 of the court 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 cheerbook. 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 basketball 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. Use 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 court 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

FORMS

Game Day	Forms	. 154
Star Distrik	oution Form	163

etch : Being more flexible helps	prevent injuries.		
RING THE GAME			
	pg	. 11	pg
	pg	12	pg
	pg	13	pg
	pg	14	pg
	pg	15	pg
	pg	16	pg
	pg	17	pg
	pg	18	pg
	pg	. 19	pg
	pg	20	pg
WEEN PERIODS			
	pg	3	pg
	pg	4	pg
.FTIME			
	pg	2	pg
NOTES FOR GAME DAY STARS			

retch : Being more flexible	helps prevent injuries.		
JRING THE GAME			
	pg	_ 11	pg
	pg	12	pg
	pg	13	pg
	pg	14	pg
j	pg	15	pg
	pg	16	pg
<i>'</i>	pg	17	pg
J. ————————————————————————————————————	pg	18	pg
	pg	19	pg
	pg	20	pg
ETWEEN PERIODS			
l	pg	3	pg
	pg	4	pg
ALFTIME			
l	pg	_ 2	pg
	TARS —		

retch : Being more flexible helps pr	event injuries.		
URING THE GAME			
1	pg	_ 11	pg
2	pg	12	pg
3	pg	13	pg
4	pg	_ 14	pg
5	pg	15	pg
6	pg	_ 16	pg
7	pg	_ 17	pg
8.	pg	_ 18	pg
9	pg	_ 19	pg
0	pg	20	pg
BETWEEN PERIODS			
1	pg	_ 3	pg
2	pg	4	pg
HALFTIME			
1	pg	2	pg
NOTES FOR GAME DAY STARS			

retch: Being more flexible	helps prevent injuries.		
URING THE GAME			
	pg	_ 11	pg
	pg	12	pg
	pg	13	pg
	pg	14	pg
	pg	_ 15	pg
	pg	16	pg
l	pg	17	pg
	pg	18	pg
	pg	19	pg
	pg	20	pg
TWEEN PERIODS			
	pg	_ 3	pg
	pg	4	pg
ALFTIME			
l	pg	2	pg

retch : Being more flexible helps pr	event injuries.		
		_	
RING THE GAME			
	pg	. 11	pg
	pg	12	pg
	pg	. 13	pg
	pg	14	pg
	pg	. 15	pg
	pg	16	pg
	pg	17	pg
	pg	18	pg
	pg	. 19	pg
	pg	20	pg
TWEEN PERIODS			
	pg	3	pg
	pg	4	pg
LFTIME			
	pg	2	pg
NOTES FOR GAME DAY STARS			

etti. Bellig filore flexible	e helps prevent injuries.		
		_	
RING THE GAME			
	pg	_ 11	pg
	pg	12	pg
	pg	13	pg
	pg	14	pg
	pg	_ 15	pg
	pg	16	pg
	pg	17	pg
	pg	18	pg
	pg	19	pg
	pg	20	pg
TWEEN PERIODS			
	pg	_ 3	pg
	pg	4	pg
ALFTIME			
	pg	2	pg

retch: Being more flexible helps pro	event injuries.		
DURING THE GAME			
1	pg	_ 11	pg
2	pg	_ 12	pg
3	pg	_ 13	pg
4	pg	_ 14	pg
5	pg	_ 15	pg
6	pg	_ 16	pg
7	pg	17	pg
8	pg	_ 18	pg
9	pg	_ 19	pg
0	pg	_ 20	pg
BETWEEN PERIODS			
1	pg	_ 3	pg
2	pg	_ 4	pg
HALFTIME			
1	pg	_ 2	pg
NOTES FOR GAME DAY STARS			

tretch : Being more flexible h	nelps prevent injuries.		
URING THE GAME			
•	pg	11	pg
	pg	12	pg
	pg	13	pg
	pg	14	pg
i	pg	15	pg
j	pg	16	pg
7. ————————————————————————————————————	pg	_ 17	pg
3	pg	18	pg
)	pg	19	pg
)	pg	20	pg
SETWEEN PERIODS			
1	pg	_ 3	pg
2	pg	4	pg
IALFTIME			
1	pg	2	pg
NOTES FOR GAME DAY ST	ARS —		

tretch : Being more flexible helps pr	event injuries.		
DURING THE GAME			
1	pg	_ 11	pg
2	pg	12	pg
3	pg	13	pg
4	pg	14	pg
5	pg	15	pg
6	pg	16	pg
7	pg	_ 17	pg
8.	pg	18	pg
9	pg	19	pg
10. ————	pg	20	pg
BETWEEN PERIODS			
1	pg		pg
2	pg	4	pg
HALFTIME			
1	pg	2	pg
NOTES FOR GAME DAY STARS			
NUIES FUR GAME DAT STARS			

UPWARD CHEER Star Distribution Form

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

Cheerleader's Name	Game 1	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

NOTES:		

♦ 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

