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How to Survive Your First Year as the...Cheerleading Coach

Molly M. Maes-Hamer

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Thesis
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1994

**HOW TO
SURVIVE
YOUR
FIRST YEAR
AS THE...**

CHEERLEADING COACH

Molly M. Maes-Hamer, B.S.



A Culminating Project Presented to the Faculty of the
Graduate School of Lindenwood College
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science

1994

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Interscholastic activities are intended to supplement the secondary curricular program. These activities can provide the student with educational experiences and learning outcomes that contribute toward the development of good citizenship. This can be accomplished only when the emphasis is placed upon teaching "through school activities." Interscholastic activities can be justified only when this is a primary philosophy and purpose.

Cheerleaders are a very important component of the interscholastic program. Being a cheerleader is a privilege and honor. Cheerleaders should be the school's most effective student leaders. They have the responsibility to serve as a support group for the various interscholastic activity programs within the school. The squad should strive to boost school spirit, promote good sportsmanship, develop positive crowd involvement, and help their school achieve the worthwhile educational objectives in its interscholastic program. The cheerleading squad is not intended to solely develop its members' physical skills and talents for the purpose of entertainment or competition. These activities should serve to

develop leadership, confidence, and skill. They should not interfere with the primary responsibility of cheerleaders and their commitment to support the school activity program.

Cheerleaders are in a position of great influence and high standards of conduct are essential. This is the core of developing effective school spirit and student involvement. Strong organization skills lead to a solid cheering program and are the quickest way to gain the confidence of the squad members and administration. Through organization the coach will feel a greater sense of accomplishment and enjoy the responsibilities at hand.

The manual, which is the focus of this project, has been prepared to provide a better understanding of the regulations and policies pertaining to cheerleaders and the provisions for cheerleading squads at the sponsored events. This publication will serve as a guide on how to provide and implement a cheerleading program and offers impute and experience on issues and circumstances relating to all areas of the interscholastic activity of cheerleading.

Chapter 1

INTRODUCTION

INTRODUCTION

First year teachers in the public school system are expected to say "yes" to every menial task they are asked to perform. Often there are many extra-curricular assignments waiting for young eager teachers who are dying to show that they are highly motivated and willing to give that extra effort to their new employer, securing their position toward tenure.

I thought I was hired to teach the future leaders of our country the tremendous knowledge I had obtained of my subject matter during the past four grueling years of college. I soon found out that I was hired because I was highly motivated and willing to give that extra effort to my new employer, and most of all, that I said "yes" when they asked me if I would coach the Cheerleading Squad.

It was terrifying facing the responsibility of what lay ahead. Not the teaching part of my job, but the fact that I was in charge of 40 teenage girls for the next year. I had never been a cheerleader in high school. I knew absolutely nothing about cheerleading or how to coach it. It was the blind leading

the blind. I was handed a box of uniforms and told "Good Luck".

Organization was the key. There had to be some sort of structure to this activity in order to coach it.

First, what is cheerleading? What is the significance of having a cheerleading program at a school. Is there a cheerleading philosophy?

What are the qualification of a cheerleader? Are there state guidelines that have to be enforced? What are the school's guidelines and how do they differ from the state's? The questions were endless.

So much information had to be addressed. One question at a time. I began reading manual after manual and tried to figure out just how to implement this information to the program I was just beginning to develop.

The beginning...now that's a great place to start.

What lay ahead for me as the cheerleader coach was unexplainable and certainly inconceivable. No one could have begun to expect the entire frenzy of complete surrendering that I went through when becoming the cheerleader coach.

Through organization, time management, effective planning, and following through with expected out comes, I started to be directed towards a particular structured program.

The Manual

The purpose of the Cheerleading manual is to provide a better understanding of the regulations and policies pertaining to cheerleaders of Missouri State High School Activities Association (MSHSAA), The National Federation of State High School Association (NFSHSA) and required state guide lines associated with cheerleading. The manual will serve as a guide to the participating schools and will provide for greater consistency. The manual will also provide a greater understanding for the components of coaching cheerleading and the particulars of providing a professional, positive and successful cheerleading program at the high school and/or college level.

Interscholastic activities are intended to supplement the secondary curricular program. These activities can provide the student with educational experiences and learning outcomes

that contribute toward the development of good citizenship. This result can be accomplished only when the emphasis is placed upon teaching "through school activities."

Interscholastic activities can be justified only when this teaching approach underlies a program's primary philosophy (Miles 3).

Being a cheerleader is a privilege and honor.

Cheerleaders should be the school's most effective student leaders. A squad has the responsibility to serve as a support group for the various interscholastic activity program within the school. The squad should strive to boost school spirit, promote good sportsmanship, develop positive crowd involvement, and help their school achieve worthwhile educational objectives in its interscholastic program. The cheerleading squad is not intended to solely develop their physical skills and talents for the purpose of entertainment or competition. The areas of entertainment and competition should be placed in perspective within the educational program. Primarily, the cheerleading squad's activities should serve to develop leadership, confidence, and skill.

Cheerleaders are in a position of great influence and high standards of conduct are essential. Personal behavior communicates! Appropriate behavior will help earn the respect of the student body. This is the core of developing effective school spirit and student involvement.

Cheerleaders are a very important component of the interscholastic program. A clear-minded assessment of the basics will help the young leaders face the challenges of today.

A Historical View

"RAY, RAY, RAY! TIGER, TIGER, TIGER! SIS, SIS, SIS! BOOM, BOOM, BOOM! Aaaaah! PRINCETON, PRINCETON, PRINCETON!," was the first organized recorded yell performed on an American campus as far back as the late 1880's during a college football game.

In 1884, Thomas Peebles, a graduate of Princeton University, took that yell, and the sport of football, to the University of Minnesota. It was from that campus that organized cheerleading came into being.

Cheerleading as we know it today, was initiated in 1898

by Johnny Cambell, an undergraduate at the university of Minnesota, who stood before the crowd at a football game and directed them in a famous, and still-used yell, "RAH, RAH, RAH! SKU-U-MAH, HOO-RAH! HOO-RAH! VARSITY! VARSITY! MINN-E-SO-TAH!"

Johnny Campbell's innovation of cheerleading was documented by the following story that appeared in the November 12, 1898, edition of a Minnesota student publication, Ariel: "the following were nominated to lead the yelling today: Jack Cambell, F.G. Kotlaba, M. J. Luby, Albert Armstrong of the Academics; Wickersham of the Laws; and Litzenberg of the Medics. These men should see to it that everybody leaves the park today breathless and voiceless--as this is the last game here, it ought to be a revelation to the people of Minneapolis in regard to University enthusiasm (Neil 16). And so cheerleading officially began on November 2, 1898.

In the fall of 1919, some of America's greatest universities were just then becoming "great." Greatness in the public mind was based on whether or not a university had a football stadium--a very large football stadium. The stadium

could accommodate large crowds, and large crowds helped to build good football programs--and the better the program the more attention it could attract to the school. Attention was deemed very important, and if it could be attracted, then the university could build itself into an important 'educational' institution along with being good in sports. (The priorities haven't really changed since then, have they?)

The University of Kansas found themselves in a troubling situation. For years the Jayhawks had been playing in rickety old McCook Stadium, which only sat 2,000 people. Very few of the "big football teams" would come to play at Kansas because the crowds were so small.

But things were about to change. Shirley Windsor and his cheerleading squad of three, engineered a terrific plan that would change KU football forever.

Kansas had been invited to Lincoln, Nebraska, to play the nationally ranked University of Nebraska Cornhuskers. Playing Nebraska represented an awesome task for any football team, and especially for the Jayhawks. The Jayhawks were outweighed by nearly twenty pounds per man. Nevertheless,

Head Coach Forrest Allen took his team to Nebraska and fought for a surprising final score of 20-20. Some say that Kansas might have even won if a touchdown in the final minute of the game had not been called back by the referee.

The Jayhawks came back to Kansas full of enthusiasm. They were greeted by thousands of cheering students as their train pulled into the depot.

Realizing what the situation could mean, cheerleading squad member, Shirley Windsor called various influential former KU students asking for money to build a big stadium. After calls to Wichita, Topeka, Kansas City.... Windsor was turned down.

Windsor approached the KU Administration and asked the Chancellor of the university for permission to stop all classes for one hour and have a pep rally for the school. The Chancellor gave his okay to the idea, and the next day Windsor and his squad watched as 4,000 students filed in to Robinson Gymnasium.

At the pep rally, Windsor announced his idea of needing a giant stadium to begin a football tradition at Kansas. He told

of his failure with the alumni and asked the crowd for *their* help. The students of the University of Kansas pledged sixty dollars per person of their own money, and nearly \$333,000 was raised in one hour.

Two years later, KU played Nebraska again. This time it was in the brand-new 30,000 seat Memorial Stadium.

The attention that Shirley Windsor had attracted to his school helped motivate those around him to provide a new atmosphere for the sport he so loudly cheered.

Although cheering at events had been around since the 1880's, never before had it been so influential. Other communities joined the bandwagon and recognized the force of communication that cheerleading had begun.

Colleges and universities across the nation were letting their voices be heard--literally. The louder and larger support of the crowd, the greater the need for a larger stadium. This allowed teams to have bigger and better facilities built for their athletic programs. Simply said, more money, better schools--better schools, more money.

Other great traditions in the art of cheerleading have developed over the years. The following list highlights the major events in cheerleading history:

1880s The first organized yell was recorded at Princeton University

1890s Organized cheerleading was initiated at the University of Minnesota, as was the first school "fight song."

1900s Usage of the megaphone was becoming popular, (When the megaphone was invented is not known, but it was in use on the day cheerleading began in 1898.)

The first cheerleader fraternity, Gamma Sigma, was organized.

1910s The first "homecoming" was held at the University of Illinois.

1920s Women became active in cheerleading.

The University of Minnesota cheerleaders began to incorporate gymnastic and tumbling into their cheers.

The first flash-card cheering section was directed by Lindley Bothwell at Oregon State University.

Just Yells, the first book on cheerleading, was written by Willis Bugbee and published.

1930s Universities and high schools began performing pom-pom routines and using paper pom-poms.

1940s The first cheerleading company was formed by Lawrence R. Herkimer of Dallas, Texas.

The first national organization for cheerleaders was formed by Bill Horan--the American Cheerleaders Association.

1950s College cheerleaders began conducting cheerleading workshops to teach fundamental cheerleading skills.

1960s The vinyl pom-pom was invented by Fred Gasthoff and introduced by the International Cheerleading Foundation.

The "Bruin High Step" style of pom-pom routine was developed by the UCLA cheerleaders and the International Cheerleading foundation.

1967 marked the first annual ranking of the "Top Ten College Cheer Squads" and the initiation of the "Cheerleader All America" awards by the International Cheerleading Foundation.

In addition to cheering for the traditional football and basketball teams, cheerleaders began supporting all school sports, sometimes selecting several different squads to cheer for such as wrestling, track, and swimming.

1970s The first nationwide television broadcast of the National Collegiate Cheerleading Championships on CBS-TV in the spring of 1978, initiated by the International Cheerleading Foundation.

Cheerleading began to receive recognition as a serious athletic activity as the skill level dramatically increased in areas such as gymnastics, partner stunts, pyramids, and advanced jumps.

Many high school cheerleading squads began cheering for female sports in addition to male sports.

Training for cheerleading coaches was offered at summer cheerleading camps.

Several colleges considered cheerleading a sport and offered scholarships, college credits, and a four-year letter program.

1980s National cheerleading competitions for junior and senior high schools as well as collegiate squads took place across the nation.

The International Cheerleading Foundation's Training Course for faculty cheerleading sponsors and coaches was offered across the nation during the school year.

Cheerleaders received national media recognition as one of the most important school leadership groups to promote enthusiastic, positive attitudes and school spirit within school and communities.

1990s State regulations and guidelines for high schools restrict certain building techniques--included are 3-man high stunts, suspended rolls and some dismounts.

Competition is regulated in area schools.

Trends in cheerleading reflect the older styles of school spirit and less on athletic competition. Competitions are cited as pre-arranged and have favored outcomes. Competition takes time away from the school and does not represent the student body or community.

Legalities regarding liabilities for safety in cheerleading are brought to court.

Million dollar liability insurance must be obtained for coaches.

Cheerleading has come a long way in twelve decades.

The importance of cheerleading has also come a long way and was first acknowledged by Wills Bugbee in 1927, when he wrote: "The cheerleader, once merely tolerated, is now a person of regal estate. His prestige is such that in many schools and colleges he must win his place through competitive examinations" (Neil 17).

It is true today, that a person must be highly skilled and competitive in order to achieve the honored and respected position of cheerleader. Whether the cheerleader is on an all-female squad, and all-male squad, or a combination male/female squad she is striving toward one goal. That goal is

to effectively lead a crowd in their support of an athletic team and to generate spirit and pride within a school and community.

Today's cheerleading enjoys the reputation of being an important leadership medium to develop on practically every high school and college campus in the nation. All of this is because a man in Minnesota couldn't stand sitting in the bleachers--he had to be in front of them!

Chapter 2

REVIEW OF LITERATURE

REVIEW OF LITERATURE

The subject of cheerleading has many contributors of the knowledge and informational data of what it takes to *be* a cheerleader. The strongest of these is Randy Neil, President of the International Cheerleading Foundation (ICF). His contribution is *The Official Cheerleader's Handbook*. It is a culmination of twenty-two years of gathering ideas, techniques, and methods dealing with the entire spectrum of school spirit in America. ICF believes that cheerleaders are natural leaders who have emerged from the sea of students in a school. If motivated and trained properly, a cheerleader's leadership and physical potential is limitless--today within the school, tomorrow within families, friends, the work place, communities, and governments.

Randy Neil's books (also the revised edition--*The All New Official Cheerleader Handbook*) are written to talk directly to the potential cheerleader. The narrative is clear, friendly and inviting for any eager cheerleading candidate. He has carefully outlined what it takes, both mentally and physically, to prepare

for cheerleading. The physical side of cheerleading is extremely strenuous. As in all sports, cheerleading requires tremendous dedication, preparation, knowledge of the sport, and a close relationship to squadmates for safety and injury prevention.

The ICF is a major contributor to cheerleading. They offer excellent, professional instruction across the nation for anyone who is serious about improving their cheerleading skills. Throughout the summer they offer cheerleading camps in almost every state. They provide a trained and professional staff to run the camp that will teach the youth of America everything they need to know about cheerleading. ICF also offers training sessions for coaches and sponsors who attend the camp with their squads. Coaches and sponsors may even obtain college credit for the workshops they attend.

The International Cheerleading Foundation of Shawnee Mission, Kansas, knows that cheerleaders are seriously affecting the attitudes within schools and communities across the country. As more cheerleaders understand the importance of their leadership, school spirit and pride will continue to

grow. The ICF motto, "Attitude Leads to Excellence," is shared by cheerleaders everywhere.

"Lead with a positive attitude; choose to be enthusiastic; choose to be determined and organized; and make something happen at your school! We are proud to be a part of cheerleading in America and we encourage you to work to become the best cheerleader you can be!", says Randy Neil and the staff of ICF as they wish each reader "GOOD LUCK!"

Pauline Finberg's and Peter Filichia's contribution to cheerleading is a light hearted, general overview of the subject. Told in an assumed adolescent conversational style, the book titled *Cheerleading!*, opens by introducing the reader to celebrities in Hollywood that were cheerleaders and the idea that the cheerleader candidate will be in good company if selected to their school's squad. Not only are Carly Simon, Dinah Shore, Raquel Welch, and Lily Tomlin mentioned, but the authors go on to say that many industrial magnates and presidents of major corporations once chanted cheers, performed with pom-poms, and rah-rahed their way through rousing routines. Celebrity wannabes are also cited: Johnny

Carson tells the story of how upset he was that he was not selected a cheerleader in his high school.

Finberg and Filichia's approach to cheerleading is far from technical and professional. Their intentions are fair--to advise the reader on new trends in cheerleading and recognize cheerleading as a sport, but still they paint a glorified picture of cheerleading as an activity, without enough emphasis on the athleticism it demands and its competitive aspects as a sport.

This weakness is evident in Chapter 7, "Advice for Girl Cheerleaders." The advice given speaks of personal relationships between cheerleaders and the players they cheer for. "Don't be the cheerleader who leads the cheer for your new boyfriend on the team, or he will become your old boyfriend very quickly" (Filichia, 44). Later the reference is made to superstitions such as the belief that just as you do not walk under ladders or have black cats walk past you, you and your boyfriend will be doomed to extinction if you cheer his name. It is obvious that the author is more interested in the social aspects of cheerleading than that of cheerleading as an athletic sport. The author's conclusion confirms this weakness,

"Do not become a cheerleader just to get close to a boy on the team. There are many easier ways to get to know him."

The advice for boy cheerleaders is more substantial and does not directly relate to the emotional and personal relationships of the cheerleader. The authors emphasize that cheerleading provides tremendous growth opportunities for the boy cheerleader, such as building confidence, improving public speaking abilities, gaining new traveling experiences, and meeting new people. The only advice about girls is that he better not drop one while performing, and that cheerleading represents a great way to have ten new sisters.

Cheerleading!, also offers information for cheerleading tryouts. The advice to candidates is: Don't wear too much makeup and look as if you want to be a cheerleader. The candidate is advised to wear matching clothes, have your hair neat, shine your shoes, and do every thing else so that people will say, "Hey, doesn't that kid look like a cheerleader? (Filichia, 25)"

In reference to exercise and conditioning, the 1983 published book and its authors must be directly quoted in

order to be believed. Finberg and Filichia wrote, "Once you're all stretched out, start your sit-ups and push-ups. Don't forget rope-jumping. Boys, those heavyweight boxers have been telling you this for years. Girls, you've jumped before, you can jump again. In case you've forgotten: A, my name is Alice, I come from Alabama..." Such advice ignores the seriousness of conditioning and how it takes more effort and planned training to condition the body instead of playing recess games to do so.

Cheerleading! ends with One Final Word, "*Webster's New Collegiate Dictionary* defines cheerleader as one that calls for and directs organized cheering, and you'll find it on page 190, right between "cheerio" and "Cheerless."

Cheerleading and Songleading, written by Barbara Egbert is even less structured and technical than Finberg and Filichia's rendition of a guide to cheerleading. Egbert's attempt, found in the juvenile section of libraries, refers to cheerleading in a broader sense, as if telling the story of cheerleading through the eyes of a twelve year old girl. The perspective tends to glorify the honor of the cheerleading position and tell young people of the many advantages of being a cheerleader and less

of the hard work and athleticism that it demands.

Similar to the other resources mentioned, Egbert contributes chapters on basic components of what it is like to be a cheerleader, including uniforms, school activities, spirit, and exercise. These ideas provide a general view of the subject matter, without detail or precise recommendations of how to use the information in a particular cheer program.

Two additional books reviewed, *Cheerleading*, by Nancy Robinson, and *Complete Book of Cheerleading*, by E.L. Herkimer, are again similar in the approach of providing information on what it is to be a cheerleader. Their works are clearer and more precise than Egbert's in providing direction and guidelines or the preparation for becoming a cheerleader.

Both list particular qualifications that must be met to ensure the best performance of a cheerleader, such as personality, responsibilities to school activities and physical conditioning.

Robinson and Herkimer offer relevant information but it is not as clearly defined and thoroughly studied or presented as through the eyes of an expert such as Randy Neil and the

entire staff of the International Cheerleading Foundation.

Other sources of reference and research included actual rules and regulations set forth by the National Federation of State High School Associations. These guidelines were not suggested, but mandatory within the interscholastic athletics of the state. The NFSHSA has its own philosophy of Cheerleading and is very clear on how it should be represented within each school. Interscholastic athletics, according to these guidelines, should supplement the secondary curricula program and provide the students with educational experiences and learning outcomes that contribute toward the development of the attributes of good citizenship. This can be accomplished only when the emphasis is placed upon teaching "through school athletics" (Durbin, 6).

As the term implies, NFSHSA states that cheerleading activities should center on "leading" or "directing" the cheering of student and adult fans. In this role, cheerleaders can become the school's most effective student leaders.

Cheerleading activities should be focused on: creating a cooperative spirit among the cheerleader squads, athletes,

student bodies, school administrators and the communities; recognizing outstanding plays and examples of good sportsmanship on the part of both teams; and aiding the school and game officials in the promotion of good sportsmanship and in the administration of the contest.

Being the most recognizable representatives of a school, cheerleaders are in a position of great influence; therefore, high standards of conduct are essential. Positive personal behavior and squad cohesiveness demonstrate these standards. Appropriate behavior will help earn the respect of the student body which is the core of developing effective school spirit and student involvement.

The rules set forth by the NFSHSA were presented very clearly and with precise explanation. Each rule and safety guideline was defined through description and when needed through a photograph. The purpose of the spirit rule book was to explain clearly the legal and illegal fundamentals of cheerleading techniques and of the precautions that should be taken in order to have a safe and productive cheerleading program. Each section of guidelines was written to ensure

safety for every cheerleader and protect the coach/sponsor from any accidents or unnecessary injury.

The books and resources referred to in the review of literature were helpful to understand the event of cheerleading and what it means to be a cheerleader. The state enforced rules, and particular guidelines to follow when being a cheerleader were evident within the research. The area that each source failed to address adequately was what was the coach/sponsor's obligation, job, or responsibilities to enforce such structured qualifications. It was evident what was expected of a cheerleader and a cheerleading program within a school, but how does one know how to implement it and certainly where to begin? Finding answers to this very pragmatic issue was the objective of my project.

The most effective knowledge of informational data was found through personal experience as a cheerleader coach/sponsor. There is no comparing the gathering of knowledge of a particular subject through personal experience to the words written on the pages of a text book or reference materials.

Within a school district there are particular guidelines that have been set forth by preceding coaches/sponsors that one may choose to follow out of pure ignorance of how a particular program should effectively run. It is up to the coach to decipher and choose what is important and what will be effective when starting, or even continuing a cheerleading program.

The most important step towards preparing a cheerleading program is to fully understand what a cheerleader is, what their responsibilities are, and how they effect the entire school community. The next step is how the coach is going to direct these cheerleaders to uphold all that is expected of them.

Referring to the found research materials of what is was to *be* a cheerleader was sufficient information to know the first step. Through guidelines, regulations, and expectations, a cheerleader was well defined. What is the definition of a coach or sponsor? This was the immediate task. One could not function properly without the other.

Chapter 3

SELECTIVE REVIEW and
EVALUATION OF RESEARCH

SELECTIVE REVIEW and EVALUATION OF RESEARCH

What follows in Chapter Three is an overview of the major areas that need to be addressed by anyone planning and developing a successful cheerleading program. No one source can be truly credited as *the* "major influence." Numerous sources consulted in both formal and informal research, and trial and error during the four year experience as a cheerleading coach have contributed to my conclusions which are presented both here and; in more formal and expanded form, in Chapter Four--The Cheerleader's Coaches' Survival Handbook.

What lies ahead for the cheerleader coach is unexplainable and certainly inconceivable. It is impossible to expect the entire frenzy of complete surrendering that one must go through when becoming the cheerleader coach. There really is no book, manual, or documented source of information that helps prepare a new coach for a task as great as this.

Through the required research and evaluation of resources, Randy Neil's *The All New Official Cheerleader's*

Handbook emerged as the most helpful in explaining what a cheerleader was, what to expect from him/her, and how to establish guidelines in implementing a cheerleading program. The areas of concentration when developing the qualifications of a cheerleader can be summarized within three major categories. They are **Physical Condition, School Activities, and Personality.**

Physical Condition

Cheerleading is a strenuous athletic activity. A well organized conditioning is a must for anyone who plans to be an effective cheerleader. This means that every muscle in the body must be ready to do the job. Weak backs or "bad knees" have no place on a cheerleading squad.. In fact, it would probably only make the condition worse and it might have harmful effects on a cheerleader later in life. If someone has an ailment such as asthma or migraine headaches they should seriously consider how cheerleading could effect them and the squad. If a candidate is prone to illness or injury, they will more than likely become the one weak link, or member, of the

squad.

Along with the overall physical condition, weight is important. The cheerleader candidate who is seriously over- or under-weight will not be in shape to participate in exciting physical events. She should certainly consider correcting the figure fault before thinking of becoming a cheerleader. Corrections should involve the establishing of proper health and nutrition habits.

Coordination is another key item which falls under the category of physical condition. Very often the cheerleader has to work hard to develop coordination. Suggestions on correcting coordination include; 1) use a metronome and practice motions to the beat, 2) take professional dance lessons, 3) take gymnastic and tumbling lessons, 4) practice cheers, jumps, and other cheerleading moves in front of the mirror.

School Activities

Grades are the utmost importance. A cheerleader will spend a lot of time away from their studies so that they can

work on various projects and games. If the grades are not good now, she will suffer even more when she becomes a cheerleader. A cheerleader must learn to budget her time and keep up with the school assignments from day to day. Being a good student will also help her become a more organized, alert cheerleader.

Schoolwork does not just mean classes and studies. There are clubs, student government, committees and all sorts of other activities that make the school into a true "community."

As school leaders, cheerleaders are responsible for the spirit programs within a school and community. Ideally, an excellent spirit program makes a positive difference in the entire atmosphere surrounding a school. Cheerleaders provide the "glue" that brings together various school groups, faculty members, and the community. Most school activity groups focus on one area only, but cheerleaders focus on EVERYONE ELSE as well as themselves! They are concerned with the attitude, unity and spirit of their school as they support the achievement of all others.

As school athletes, cheerleaders now find their activity

considered a true athletic event complete with physical conditioning requirements, performances, competitions, safety hazards, and tests of human endurance and strength common to all sports. The more skilled a squad becomes as a performing unit, the more a crowd will respect and support the cheerleaders' spirit raising efforts.

Cheerleading is hard work. Plenty of sacrifice is required to increase spirit at the school. A cheerleader has to give much more than she takes and there is no room for lazy or selfish people. A cheerleader will dedicate the entire year to live up to the standards, goals, and rules of the squad. The school must come first, but cheerleading is next. There will be little time for anything else!

Cheerleaders spend many, many hours with their teammates. A lot of hard work, aching muscles, tears, frustrations, criticisms, and plenty of fun, smiles, and laughter. A cheerleader must care enough about the squad to be able to listen, to learn from criticism, correct mistakes, and be patient through the long hours of practice until everyone gets it right.

Cheerleading is public relations. A cheerleader must not

only work well with their teammates, but must also cooperate with sponsors, administrators, students, and the community. They will become a liaison between the team, the officials, and the crowd; but first, they need to create the spirit! A Cheerleader needs to be an "I'll help out" person, always willing to be there for whomever needs a hand.

Dedication is another important quality that all cheerleaders should possess. Dedication means sticking to something no matter what happens or how bad things may seem. If the team is having an off year, it is up to the cheerleaders to generate school spirit and let the team know that their school is behind them all the way. A cheerleader cannot be a quitter, nor can one fake dedication and sincerity. One of the greatest personal rewards experienced as a cheerleader is the appreciation by the team for the sincere support whether they are winning or losing.

Personality

A cheerleader must be an energetic, outgoing person with an ability to lead and charm an audience. She cannot be timid,

but a cheerleader should never be overbearing. Making friends should come easily and she should always have a pleasant smile for everyone (even if in a bad mood). Emotions must be controlled and always be a good winner, as well as a good loser.

Since the main goal of cheerleading is perfection, it is important for a cheerleader to be able to give and take constructive criticism along the way. Self-discipline and dependability are two other important qualities of the outstanding cheerleader. The cheerleader must discipline herself to make sacrifices, which may mean giving up personal plans to help do something for cheerleading. A squad member must be dependable by being on time. She must also keep herself in good physical health, follow through on all cheerleading assignments, look her best, and be the best school representative possible.

Organization and Planning

Through organization, time management, and effective planning, a cheerleading coach can start to be directed towards

a particular structured program. The coach must also follow through with expected outcomes, and truly know the role of the cheerleader.

Organization and time management are maintained by keeping information in order and easy to find. Setting up calendars to write everything down, either to give notice to upcoming events or documented events and experiences that have arisen along the way, is extremely necessary. This practice results in a plan for the entire following year with the expected and unexpected associated with the coach's job.

Effective planning is achieved through list making and goal setting. Determining long term goals first and then following with the short term goals and always checking and reviewing these goals.

Liabilities of safety procedures in cheerleading are the most important non-program related issues. If the coach/sponsor is not clear of these legalities, they can kiss their cheerleading program and perhaps even their jobs "Good Bye!"

Information on legal issues in cheerleading and coaching are outlined in the coaching manuals provided by the National

Federation of State High School Association and the State Guideline Manual. Athletic Directors are obligated and enforced to ensure that their coaches know and abide by these guidelines.

Setting up guidelines and procedures for the cheerleading program is very important. Without a plan of action, the coach and the cheerleader are lost. Writing a cheerleading constitution will help enable a coach to establish rules, regulations, discipline procedures and goals for each squad member. The Constitution is the core structure of the entire program. This is also where the coach establishes herself as the leader. The line needs to be drawn between the coach and the cheerleader. Setting forth and forming a relationship with the squad in the very beginning is very important. The coach must instill in the cheerleaders the reasons for doing what is expected of them. The coach must give specific methods, procedures, and techniques for developing the squad.

As the cheerleading coach, she has the opportunity to create winners--in life. A coach can do this by bringing out the true desire and team attitude and creating a positive self image

by setting and achieving goals. The coach must not only motivate the squad, but motivate those individuals that the cheerleaders come in contact with. Motivational ideas must be clear and all those involved must be aware of them. Motivation is the key to any successful organization or program. The coach must be motivated along with the cheerleaders. Refocusing on the importance and the values of the coach's position will make a difference.

For any team to be successful, it must merge many personalities into one working unit. These individuals are frequently very strong personality types with high need levels to succeed, to win, and to take charge of the situation. They must learn that the emphasis is not on individual recognition and accomplishment when the cheerleader is part of the team. Participating on a team means abiding by its decisions. A good team member is able to compromise. Once a decision to be unified has been reached, a truly harmonious squad will act as one, forgetting individual preferences. The coach must take the lead in developing squad unity. On-going unity building activities must be a major part of the cheerleading program.

A cheerleading coach has the enormous responsibility of assisting the squad in creating revenue and monitoring its expenses. Before starting a project, the cheerleader coach must consider the squad's public relations and how others perceive the cheerleaders. It is important to establish worth by keeping the student body and community aware of what the squad is doing and why. People are more likely to support a project if it is a "worthy cause."

Safety Guidelines and Regulations

Why all the guidelines? Some state athletic associations have strict policies governing cheerleading safety. Others claim it is not within their jurisdiction because it is not considered a sport. The purpose of safety guidelines is not to limit a squad on the ability to perform, but to educate the squad and keep them safe and injury free at the same time giving them a rewarding and fulfilling cheerleading experience. Comparatively speaking, cheerleading is relatively a safe sport. However, just as any athletic activity, there is an assumption of risk towards suffering an injury which should be understood

by those who are participating. There is a need to educate administrators, coaches, and cheerleaders about the guidelines towards running a safe cheerleading program and eliminating the possibility of injury.

Writing a Constitution

It is so important that the cheerleading squad operates under a specific set of rules so that they will effectively work as a team. Rules are written by the principal, the cheerleader coach, the athletic director, and the squad at the beginning of the year and are compiled into a written constitution.

The information gathered for the constitution is a culmination of the entire year's events and procedures for every day of the cheer season. The established constitution was formed through a process of organization. After experiencing a "first year" of coaching, making mistakes, forgetting rules and requirements, not being consistent, and writing everything down that happened along the way, a document of information had to be written in a structured way to establish importance, obligation, school guidelines, state

enforced guidelines, and what is best for the cheerleading squad and how they effect the school and community in which they serve.

Not only does a constituted document serve as a frame of reference, but it can also be the "back-up" required to establish and/or enforce a particular rule or guideline. If a cheerleader is presented with the information of the constitution up front than she must agree to all that is written or she cannot become a cheerleader.

The following outlined constitution serves as a guide. Other resources that may be used are current constitutions (not necessarily cheerleading) used by the school district. Using the outline and/or previously written constitutions as a guide, the constitution can be adapted to fit the needs of the squad and cheerleading program. This is the entire cheerleading program in outline form. It can be the LAW! Everything included in the constitution can be broken down to specific detailed procedures and rules.

- I. For whom is the program being written
 - A. Name of School

- B. Name of the squad(s)
- II. Purpose of the squad
 - A. Values the squad is trying to promote
 - B. Priorities
- III. Eligibility requirements
 - A. Length of time a student must enroll prior to tryouts
 - B. Class Ranking eligible to try out
 - C. Academic requirements
 - D. Physical requirements
 - E. Insurance
 - F. Permission Forms
- IV. Membership
 - A. The number of cheerleaders to make the varsity squad
 - B. The number of cheerleaders to make the sophomore squad.
 - C. The number of cheerleaders to make the freshman squad.
 - D. The number of cheerleaders to cheer for games per season.
- V. Attendance requirements
 - A. Summer clinic
 - B. Competition
 - C. Clinics
 - D. Social Activities
 - E. Community Activities
 - F. Other
- VI. Financail responsibilities (other than uniforms)
 - A. Summer Camp
 - B. Summer transportation
 - C. Competitions
 - D. Food
 - E. Miscellaneous

VII. Tryouts

- A. Specific method of election to be used
 - 1. Judges Roster
 - 2. Evaluation of skills
 - 3. Evaluation of other categories
 - a. attendance
 - b. personality
 - c. faculty input

VII. Selection of captains, officers, managers

- A. Duties of the captains
- B. Duties of the officers and managers

IX. Practice schedule

- A. Number of days per week of squad practice
- B. Length of each practice
- C. Time of day for practice
- D. Which practices are required
- E. Excused absence policy

X. Transportation

- A. Policy for home games and local functions
- B. Policy for away games
- C. Policy for competition
- D. Policy for camp

XI. Uniforms

- A. What uniforms are purchased by school
- B. What uniforms will be purchased by each cheerleader
- C. Who is responsible for upkeep, judging and selection of uniforms.
- D. When any or all of the uniform must be worn.
- E. Policy of returning uniforms/repairing uniforms

XII. Appearance

- A. Regulations: jewelry, make-up, hair, etc.

- B. Regulations: physical health and appearance
- XIII. Awards
 - A. Description of honors/awards
 - B. Selection process
- XIV. Fund Raising Activities
 - A. Budget goals
 - B. Project outline
 - C. Policy on participation
- XV. Sports Knowledge
 - A. Football
 - B. Wrestling
 - C. Basketball

Evaluation

To evaluate the literature reviewed and the sources read, it must clearly be stated that with all the documentation of what a cheerleader is, it will never prepare you totally for what you experience being the coach. The words of others and the knowledge they share only skims the surface of the complete enthralling adventure that a coach endures during one school year.

The task of writing this document came with many experiences throughout the four year coaching term. Conversations with previous coaches, parents, administrators, and the students themselves, helped to establish the ever

important guidelines of the cheerleading program. Making mistakes along the way and documenting everyday in the life of the cheer coach determined a direction and a bases for the structuring of the written constitution and a successful year as the cheerleading coach.

Chapter 4

RESULTS

HOW TO
SURVIVE
YOUR
FIRST YEAR
AS THE...

CHEERLEADING
COACH

THE COACH

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THE BEGINNING...

A guide to help you prepare before the season starts
and will let you know what lies ahead.
(This may be your only chance to get out while you still can.)

Organization

Strong organizational skills lead to a solid cheering program and are the quickest way to gain the confidence of your squad members and administration. Through organization you will fill a greater sense of accomplishment and actually enjoy your responsibilities.

Time

Why are some people able to accomplish so much more than others? It is called time management; easier said than done, but well worth the effort. You will find it makes all the difference in how you enjoy your work. The idea is to control time rather than letting it control you. Effective planning is the key. Start by establishing goals.

Determine your long term goals first and your short term goals should follow. Make sure that you list and state your goals clearly and precisely. Any hesitation means that your goals are not clear enough. To help decide what you will have time for, prioritize each of your responsibilities and goals. Each activity seems important, but force yourself to rate everything in order of importance. Eliminate tasks that do not fall in line with your goals. You will clearly see what must be done versus what you would like to get done. Time can also be delegated among your squad captain and members. Remember, these are not only your goals but your squads goals as well. If they are included in the setting up of these goals then they can help to accomplish them.

Calendar

The next step in getting organized is to set up a calendar of events of events for the year. Remember your calendar will vary from the cheerleaders. You will add your coaching responsibilities to the squad calendar. For example, the squad calendar should include games, banquets, fundraisers, or any

other planned activities. The coaches' calendar will also have tryout planning, constitution revisions, etc. A good idea is to list all due dates on both calendars, in order to stay on your budgeted time schedule.

List all activities that you and your squad have decided to do and determine in which season or month they will take place. Always stay ahead of the game. This same principal holds true for TIME MANAGEMENT. Manage your time or it will manage you!

Follow Through

Require each squad member to purchase a squad notebook. It should include a calendar, squad rules, note taking materials, words to the cheers and chants, uniform schedules, etc. Make sure that the materials are kept up to date and are with the cheerleaders at all times. If squad members have delegated duties, there should be a section in their notebook unique to that area of responsibility. *Your* notebook should have all of these plus additional squad information such as home numbers and addresses, emergency

numbers, and any relevant medical history and all other safety information. You can personalize your notebook by adding sections such as skill achievement on each member used for critiquing, miscellaneous notes or what ever you find helpful. A "Things To Do" checklist will help keep short term goals and duties organized in your mind and help to accomplish these without stress. Use a weekly or daily checklist without fail. Anything that does not get checked off your list should be transferred to the next list. Take your list seriously so that it does not become a "dream list". Using a checklist has a way of turning a task into an activity.

Getting organized is not hard a task as it seems. As with anything, the biggest challenge is getting started and then sticking with the task. So, be patient with yourself as you organize and reorganize your program. SET GOALS, PRIORITIZE, SCHEDULE ACTIVITIES AND FOLLOW YOUR PLAN. Allow yourself the time organization takes and do not be surprised when you have become on of those efficient people you used to admire.

Management

Coaching a cheerleading squad is a tremendous responsibility that takes dedication and enthusiasm to bring about effective and positive results. The key components to good management are organization and consistency. Organize the squad in such a way that goals are constantly being challenged and that cheerleaders are constantly striving to be their best. Effective practices are important in attaining goals.

Divide the cheerleading season in two divisions, pre-season and season. Use your pre-season time for preparation and conditioning. Determine exactly what you need to learn as a squad and as individuals. List steps to accomplish this. Season practices vary in that event cheering and spirit raising will be added to your schedule.

Set rules with your squad that are not to constrict the fun of cheering but to guide your squad to an incredible year. Stay strict and consistent with these rules so that the squad will respect your decisions.

Your squad looks to you for advice and your opinion. Tactfully offer suggestions and constructive criticism. Do not



be afraid to point out a weakness and equally important, give consistent praise. Your cheerleaders need to know how they are improving on the goals they have set for themselves. Become a coach by getting involved! And always practice on a positive note.

Lastly be a friend to your squad members but be careful not to become another buddy. Your squad needs your guidance. Make sure that your position as their coach remains constant and secure. Problems will arise only when your squad is not sure where you stand in your leadership position.

Liability

In comparison to other sports, statistically speaking by the number of injuries per participants, cheerleading is a relatively safe sport. However, just as any athletic activity, there is always the risk of injury that should be acknowledged and understood by those who are participating . For this reason, administrators, coaches and cheerleaders must be aware of the specific guidelines towards running a safe

program and eliminating the possibility of injuries.

The following will discuss the basic legal principal of negligence, discuss how it applies to you, and how you can go about avoiding legal liability for negligent actions.

Negligence is basically defined as the failure to act as a reasonable prudent and careful person would act under similar circumstances. In order to prove a negligence claim, the plaintiff (the injured party who is suing) must prove each of the four elements:

DUTY: It is first necessary that a relationship exist between the parties such that one person owes a duty not to injure the other. For example, the law in most states is that a cheerleader sponsor owes a duty to her cheerleaders to make sure they are properly supervised.

BREACH: Once a duty has been established, the plaintiff must show that the duty has been breached. Continuing the above example, the sponsor has a duty to properly supervise those put in her charge. A sponsor who *sleeps* while her squad is

practicing, or who is inside the gym while her squad is outside is in all likelihood breaching her duty to supervise her squad.

CAUSATION: When a sponsor breaches a duty she owes to her cheerleaders, that breach must necessarily "cause" the injury of which the Plaintiff complains. Following the example; if the sponsor's squad begins to practice six high pyramids (an illegal stunt) while she is *sleeping*, and the sponsor obviously would not have, or should not have, allowed such action, her breach of her duty to supervise may be found to have cause injury of a cheerleader who fell off the sixth level of the pyramid. If, however, a cheerleader sprains an ankle doing a standard jump, it is unlikely that the sponsor breach of duty to supervise will be found to have caused the injury, in that the injury would have been suffered even if the sponsor had been properly supervising.

DAMAGES: The most obvious of the four elements is the last. For a plaintiff to recover, she must have suffered damages, such as physical injury. Finishing the example, if a

cheerleader falls from the sixth level of the pyramid and breaks a leg, she has been damaged, and all likelihood can prove that the sponsor was negligent in her supervision of the squad. If, on the other hand, a cheerleader falls from the sixth level, performs a double flip with a twist, lands perfectly on both feet, and with perfect composure exclaims, "GO TEAM", then she has not been damaged. Even though her sponsor breached a duty that caused her fall, she was not damaged and can not prove that her sponsor was negligent.

Defences to Negligence

When a plaintiff can prove the four necessary elements of negligence, does that mean that the sponsor is automatically liable? No, certain defenses--such as, "contributory negligence", "assumption of risk", and "sovereign immunity"--are available to the sponsor.

CONTRIBUTORY NEGLIGENCE: This defense assumes that the sponsor was negligent, but asserts that the cheerleader was

negligent as well. For example, if the sponsor posted rules and passed out a cheerleader manual forbidding the building of six high pyramids and warning of their danger, and sent the squad to camp where they would be taught not to build pyramids more than 2 high (legal height), it would be argued that the negligence of the cheerleader was equal to or greater than that of the sponsor and that the cheerleader should not be entitled to recover.

ASSUMPTION OF RISK: Like contributory negligence, the defense of assumption of risk assumes that the sponsor was negligent, but asserts that the cheerleader assumed the risk of injury. Generally, if the cheerleader was aware that injury was a risk associated with cheerleading, it can be argued that she assumed the risk of injury. Likewise, if it can be shown that the cheerleader was aware of the fact that she was not supposed to build six high pyramids, and knew that one risk of doing so was falling and being injured, it could be argued that she assumed the risk of injury when she participated in the building of the pyramid.

SOVEREIGN IMMUNITY: Sovereign immunity is an old principle that grew out of the medieval thought that the King can do no wrong. Today it serves the purpose of not allowing the state, or an agent of the state (such as the sponsor/coach), to be sued for acts performed while in service to the state. Most sponsor/coaches, in most states are protected by sovereign immunity from liability for their ordinary negligent actions. The shield of sovereign immunity is not available for intentional acts.

What does all this mean to the cheerleader coach?

Recognize that although you are helping today's youth, you are also taking on a great deal of responsibility. You have a duty to those who are in your charge. By acting as the "responsible person" would act, using your common sense, taking well thought out precautionary actions, keeping good records and recording your actions, and keeping your eyes open for dangerous situations, you will best be able to protect yourself from liability.

A Personal Liability Protection insurance policy from the National Federation Interscholastic Spirit Association will give

you a \$1,000,000 coverage and a little peace of mind. Your district Activities Director should be able to give you the proper information regarding insurance.

COACHING SURVIVAL

One of the most challenging aspects of coaching a squad is to achieve top performance. You should begin by handing out the rules and regulation guidelines along with your own cheerleading constitution and setting immediate goals. Start with long term goals and then short term goals. Make sure you identify these clearly and precisely so that you are able to achieve these goals. Decide what steps to use in achieving these goals. Do not be afraid to set challenging goals, not only physical, but emotional goals as well. Take it one step at a time to be assured of achieving the goals.

As a coach you should establish your role as the leader. It is very easy to become friends with your squad because you work so close together, but be aware of the "Buddy Syndrome". Your squad needs to know that you are very supportive and enthusiastic about their achievements. There should always be a line drawn between you and your squad. You are entitled to an enormous amount of respect and it is important that your

squad understand this.

Setting forth and establishing your relationship from the very beginning is very important. Constituting a Goal Setting Record is a great way to establish your expectations for your squad. The coach must instill in the cheerleaders the reasons for "doing what we do". You must give them specific methods, procedures, and techniques for helping each individual grow.

Goals are a must to give direction and unify the squad. The squad should agree upon and set goals--their goals, not yours. The goals could be divided into four areas:

1. Physical--working toward specific areas
2. Spirit and school oriented
3. Team growth
4. Doing for others

Formalize these from great plans of action.

1. Write down the main goals
2. Break down each goal into specific areas
3. Progress check--Show them, help them, convince them they can
4. Alter or modify goals when necessary

Remember one of your main duties is to help the squad to reach realistic goals. A goal too big can be a ready-made excuse for failure. Have realistic, attainable goals; expectations should be challenging, measurable and achievable.

GOAL SETTING FORM

PERSONAL GOALS FOR: _____

DATE: _____

1. Cheerleading Skills: Three major strengths I will continue to work on during the year.

2. Three major weaknesses which I will work on and improve on during the summer and the goals I wish to reach in these areas by _____.

3. Personal goals I would like to work on for the following year: (explain what actions you plan to take to obtain these goals).

LOOK FOR THE GOOD

When your squad does something good, something that pleases you--let them know as soon as possible. Let them know specifically what you liked and how you felt about it. Do not wait until the goal is completely met to give praise, but give praise along the way.

A cheer coach must build a good relationship with the squad. This does not mean you are to be their best buddy, but it does mean you should show them you respect their individuality and trust their intentions.

Always make it a habit to ask the cheerleaders their opinions and listen to their responses before giving directives or advice. Be open to their ideas and suggestions. If you never use their ideas, they will stop trying to make suggestions. If you listen first, people are usually more likely to cooperate even if you decide to handle the situation differently.

Be a role model. Show the squad by your actions the type of performance you expect from them.

A sincere compliment is one of the most effective

methods of motivation. Almost everyone thrives on recognition. Most people want recognition and appreciation. Compliments must be sincere--insincere flattery will not work. Find out what works with each squad member. What motivates one squad member may irritate another.

Refuse To Accept Poor Performance

Even though we must look for the good--we must point out the bad when it is obvious to us. Points to always

remember:

1. Praise in public
2. Criticize in private
3. Criticize the performance, not the performer
4. Handle as soon as possible
5. Always remember when the reprimand is over--it is over!
6. End on a pleasant note. Let the person leave feeling you are still on his/her side and not feeling badly.

To be motivated the squad members must have the proper environment. The coach is responsible for:

- ...Providing the feeling of security and loyalty
- ...Keeping external conditions optimal
- ...Helping to overcome obstacles and shield from others
- ...Assistance in solving internal problems in the squad.

As a coach you have the opportunity to create winners-- in life. You can do this by bring out a true desire and team attitude and creating a positive self image by setting and achieving goals. You not only motivate the squad you work with but you motivate everyone of those individuals you come in contact with. Motivation is contagious!

SUCCESSFUL MOTIVATIONAL IDEAS

Once the squad has become truly motivated, fun morale boosters will help keep up the motivation.

1. At camp returning cheerleaders give awards to first year cheerleaders--some funny, some serious.
2. Surprise breakfast--Kidnap early one Saturday morning (invite the Football team, too).
3. Team Motto.
4. Remember all holidays with a "special gift" or card.
5. Video cheerleaders at various events during the year, edit pieces together, put it to music. Make a copy for each cheerleader.
6. Birthday parties once a month for everyone having a birthday that month.
7. Special T-Shirts designed for occasions like homecoming.
8. Pre-game dinner.
9. Last will and testament prepared by seniors--funny or serious.
10. Have a poetry contest, see which cheerleader can write the best squad poem.
11. Find a unique way to add fun to some practice sessions.

12. Have faculty do a skit about cheerleaders at pep rally.
13. Arrange for pictures and write up in newspaper noting special accomplishments or activities.
14. Have a special bulletin board for cheerleaders.
15. Suggest to coaches or to players to do something special for the cheerleaders.
16. Design note pads or stationary for cheerleaders.
17. Make friendship bracelets.
18. Get the parents involved. Let them come up with some ideas. It will make them feel needed and wanted. Especially parents that sew. They can create gifts for camp or spirit ideas. Parents also can help out with car washes and building the Homecoming float.
19. School trophy case--place trophies and ribbons that they've won.

Fun Surprises

1. Tootsie Rolls--Keep that spirit ROLLING!
2. Bubble gum--Keep that spirit BUBBLING!
3. Red Hots--Our spirit is RED HOT!
4. Oreos--We're DOUBLE STUFF!
5. Hershey's Kiss--Keep Initiating School Spirit
6. Erasers--Rub out...(the Opponents)!
7. Oranges--Orange you glad you're a (your mascot) Cheerleader!

SELF MOTIVATION AND GOAL SETTING

FOR THE COACH/SPONSOR

Refocus the importance and values of your position. You can make a difference. The opportunity to work closely with your cheerleaders enables you to effect their lives in a way other adults cannot. You can leave no better legacy to our world than a group of spirited young leaders who have learned their purpose, responsibility, and commitment to others; and learned how to put the natural leadership talents to work for themselves and mankind.

Pat your self on the back. Look at your accomplishments, not your shortcomings. Make a victory list of the things you have done right. Do not wait around for someone else to pep you up, praise you, or appreciate you. It will eventually happen, but it may take a while.

- Set written goals for yourself. What do you really want to accomplish?
- Be specific and realistic, decide how you'll evaluate progress.
- Decide how to go about reaching these goals. Set long-range, weekly and daily goals.

SQUAD UNITY

For any team to be successful, it must merge many personalities into one working unit. These individuals are frequently very strong personality types with high need levels to succeed, to win, and to take charge of the situation. They must learn that the emphasis is not on individual recognition and accomplishments when you are a part of a team. They must learn to check their ego at the door.

Participation on a team means abiding by its decisions. A good team member is able to compromise. Once a decision has been reached, a truly unified squad will act as one, forgetting individual preferences.

Team work and squad unity takes time and effort on the part of the coach as well as the squad. The coach and captains must take the lead in developing squad unity. Each member must be committed to the group and be proud to be part of the group. Squad unity takes time to develop and must be nurtured in order to survive. On-going unity building activities must be a major part of the cheerleading program.

Cheerleaders must learn to talk and listen. Coaches must be on guard to handle a situation before it gets out of hand, to help the squad or squad members come to a solution, make the necessary corrective actions--then to forget it and go on to bigger and better things.

Unity Building Activities

1. Go out for Pizza after practice or a game.
2. Have a swimming party during the summer.
3. Have a sleep-over at someone's house.
4. Have brain-storming sessions. These can be about upcoming events and cheer related happenings.
5. Write a group cheer. Everyone has to come up with an original line.
6. Draw names for Christmas/Holiday gifts.
7. Draw names for room assignments at camp.
8. Have a group rap session. Be allowed to say positive and negative things that need to be improved.
9. Go to a Saturday matinee.
10. Take turn with Spirit Gifts for the football, basketball, and soccer teams.
11. Be captain for a day. Take turns with the responsibility.

SQUAD FORMATION

The size of each squad will be limited to:

VARSITY	12-16	Composed of Juniors and Seniors
JUNIOR VARSITY	10-14	Composed of Sophomores
FRESHMAN	8-12	Composed of Freshman

You may decide that the Varsity is open season and any level may tryout for that squad. At the high school level I offer caution only with the consideration of the cheerleaders' developmental stages and that their bodies may not be a physically strong to achieve safe success at the Varsity level. The types of building techniques are more difficult at the Varsity and College level.

The squads will cheer as a whole for football and soccer. Indoor cheering shall be limited to eight cheerleaders. The squad will be split during the winter season to allow all cheerleaders the opportunity to cheer as many different events as possible. Splitting of the squad is equal in number, bases, fliers, and cooperativeness.

Cheerleaders are required to have passed 2.5 units of

credit the previous semester, to be currently enrolled in courses that offer 2.5 units of credit and to maintain a 2.0 grade point average the previous semester in order to remain eligible. Cheerleaders who violate these provisions will forfeit their position on the cheerleading squad. Cheerleaders who do not maintain their grades for second semester will also forfeit their opportunity to attend camp.

Cheerleaders who resign or are suspended from cheerleading for any reason will not receive a refund on any fees paid and may keep the pieces of uniform that they have purchased.

If a position becomes open at the end of the second semester the sponsor may, at his/her discretion, appoint a cheerleader to fill the position. Positions will not be filled once preseason practice starts in the fall.

PRACTICE

Your practices should always be very organized. You want to get the most you can out of the time you have with your squad. This is the time for you and your squad to improve physical skills, perfect performance material and take care of squad business. Do not just be at practice get involved. Have random goal checks to make sure that your squad has not strayed from their line of progression. This will serve as a reminder and keep them motivated. Remember, you will set the pace and attitude at practice. Remain positive and offer praises when they are due. Your cheerleaders need to hear when they are doing good just as much as they need to know when to fix problems.

Your practices should be divided into two categories:

Pre-season and Season.

Pre-Season:	Conditioning	Season: Spirit Raising
	Fund Raising	Event Cheering
	Preparing for camp	
	Learning basic skills	
	Building a repertoire of chants, cheers, dance routines	

EFFECTIVE PRACTICES

1. Use monthly calendars for practices. Outline goals and routines the squad will be working on throughout the year. Include game and practice locations, time and other important information.
2. Set routine of having proper warm up before each practice. This is to insure all participants are getting proper warm up and reduce any unnecessary injuries. Emphasize conditioning. Every practice should include work on jumps. Jumps are the most often used skill during a game, and can always improve, but only with consistent attention to conditioning and practice.
3. Have monthly sessions with a special theme such as: nutrition, injury prevention or stress and time management. Bring in guest speakers or show videos for varied formats.
4. Work each practice from an outline and keep it in a notebook.
5. Celebrate goals when achieved.
6. Make sure the squad members know the sport they cheer for including: rules, regulations, coaches and team members. Have a question and answer session with the coach or team captains.
7. Always start practice on time.
8. Keep records for tardies and absences and have suspension or demerit policy.
9. Require squad notebooks and bring them to each practice.

10. Conduct a rap session at the end of each practice so all members leave with the same information. This is a good time to regularly review goals, offer sincere praise and not specific matters such as uniforms for events, fund raising, committee reports, etc. Make a point to ask if members have any questions.
11. If one routine is not working, stop and work on another. Come back to the problem. This will avoid frustration.
12. Be positive.

RECOMMENDED CHEERLEADING SAFETY GUIDELINES

The International Cheerleading Foundation recommends all cheerleaders adopt guidelines pertaining to safety and cheerleading philosophy. The ICF Safety Guidelines are consistent with the National Federation Guidelines.

Cheerleading skills, including partner stunts, pyramids and tumbling should be carefully previewed, supervised and reviewed by a qualified and knowledgeable sponsor or coach. These guidelines will not prevent all injuries to cheerleaders. The following guidelines are general in nature and are not intended to cover all circumstances.

Cheerleading Priorities

1. A cheerleader's first responsibility is to his/her academic program. The educational process should not be compromised by participating in cheerleading.
2. The primary function of a high school cheerleading program is to support interscholastic athletics and to promote school spirit.
3. A high school cheerleading squad has the responsibility to uphold, to reflect, and to project the goals and ideals of their school and community.

4. Cheerleading squads engaging in cheerleading gymnastic and competitive programs should adopt and execute a comprehensive safety program.

Specific Cheerleading Safety Guidelines

1. All pyramids and partner stunts are limited to two persons high. "Two high" is defined as the base (bottom person) having at least one foot on the ground.
2. Use of mini-tramps, springboards, or any height increasing apparatus is prohibited.
3. Free-falling flips or swan dives from any type of toss, partner student, or pyramid are prohibited.
4. Toe pitch flips are prohibited.
5. Helicopters are prohibited.
6. The top person of a suspended split must be partially supported on the back thigh.
7. Front, back or side tension rolls are prohibited.
8. Knee and front drops are not permitted unless most of the weight is first borne on the hands to break the impact of the drop.
9. Single based split catches are prohibited.
10. Partner stunts and pyramids higher than a shoulder-stand must have a continuous spotter for each person over shoulder-stand level.
11. Basket tosses or any type of toss must be performed from ground level and must be cradled by the original two bases plus an additional spotter (third person scoop).

12. Vault dismounts are prohibited.
13. Suspended rolls are permitted, but backward suspended rolls require a spot.
14. Pendulums, hanging pyramids and log rolls are permitted.

General Safety Recommendations for Cheerleaders

1. Cheerleader squads should be placed under the direction of a knowledgeable sponsor or coach.
2. The cheerleader coach or other knowledgeable designated school representative should be in attendance at all practices and functions.
3. All cheerleaders should receive proper training before attempting any form of cheerleading gymnastics (tumbling, partner stunts, and jumps).
4. All practice sessions should be held in a location suitable for the activities of cheerleaders, i.e., use of tumbling mats where available, away from excessive noise and distractions.
5. Training in proper spotting techniques should be mandatory for all squads attempting cheerleading gymnastics.
6. Jewelry, accessories, and apparel should be conducive to safe performances.
7. Warm-up and stretching should precede all practice sessions, pep rallies, games, competitions, and other physical activities.

8. All cheerleading squads should develop a conditioning and strength-building program.
9. The cheering surface, location, and weather conditions should be taken into consideration before engaging in physical activity.
10. Sponsors/coaches must recognize the entire squad's particular ability level and limit the squad's activities accordingly.

Spotting

Spotting is the most essential role to safely building pyramids and partner stunts at any level. The coach should identify the role of a spotter in any stunt or pyramid, just as the roles of the base and mounter are identified.

It is a natural reaction to move away from a falling object. However, spotters should be trained to respond in the opposite fashion. An effective spotter should have good timing, be able to visualize the stunt and pay constant attention to the body position of the other cheerleaders.

The assigned spotter should have "Hands on" contact with the mounter or flyer. Her position should be carefully located so as to break a fall, catching the cheerleader. This continuous contact also allows the spotter to stabilize movement which may cause the stunt to come down.

A spotter should not have to catch a stunt. Instead the position of the spotter should be sure that she can catch the cheerleader without having to move, which could lead to a drop.

If the stunt or pyramid does not allow for hands on

spotting, the spotter should stand close to the base, with hands in the air, constantly watching the "flyer's" body position.

The coach should constantly instill an attitude of importance for the role of spotting. When the squad is choreographing different stunts and pyramids, the spotter assignment should be recognized as necessary and important. The longer the cheerleaders work with each other, the stronger they will communicate. Body communication, the ability for the cheerleaders to recognize a solid stunt and a shaky stunt, should be evident with a few weeks of careful training and consistent practice.

Dismounts

Bear Hug: The spotter stands to the side and slightly in front of the person dismounting with their arms up in the air. As the person dismounts, the spotter makes contact above his/her head and places the outside shoulder in front of the person dismounting and the head and other arm should be behind the person. The arms wrap around the person, hugging the mounter during descent. While "hugging," the spotter

should also lift the mounter slightly upward, thus minimizing the impact of the dismount. The mounter must keep her arms up at all times to avoid hitting the spotter.

Cradle: Most cradles require three spotters, one on each side and one behind the person dismounting supporting the shoulders and head. The spotters on both sides face each other with arms up. As the flyer cradles, the spotters place one arm behind the back and the other arm under the hips. The bases should be very close to each other and the catch should be initiated above the head. The person in back should stand almost directly beneath the person dismounting with arms up. As the person cradles, the base in back places his arms underneath the shoulders (under each arm) of the person dismounting. The person dismounting should always look first. The person dismounting must cradle with arms in a "T" position in order for the spotter in back to "scoop" underneath the shoulders. Also, the person should cradle in a piked position with the shoulders and head up. They should not lean back with their shoulders.

GLOSSARY

AERIAL: A stunt performed free of contact with a person or surface.

BASE: Any person, in direct weight-bearing contact with the cheering surface, who supports another person.

CRADLE-CATCH: This occurs when the catchers, with palms up, catches the top of by placing one arm under the back and the other under the thighs of the top person.

DROP-FRONT: Dropping forcefully from an airborne position to a horizontal, face-down position on the cheering surface.

DROP-KNEE/SEAT/THIGH: Dropping forcefully to the knee(s), seat or thighs onto the cheering surface from a jump, stand or roll down without first bearing most of the weight on the hands/feet to break the impact of the drop.

DROP-SPLIT: Dropping forcefully to the cheering surface from a jump or stand, landing with legs extended at right angles to the trunk in a split position without first bearing most of the weight on the hands/feet to bread the impact of the drop.

DROP-TENSION: A Pyramid/mount in which the base(s) and top(s) lean in formation until the top leaves the base without assistance.

EXTENSION: A stunt in which the supporting arm(s) of the base(s) is fully extended above the head, and the top is standing in the hands of the bases.

FLIP: An aerial rotation around the horizontal axis

FREE-FALLING FLIP: An aerial horizontal rotation in which the person is not in constant contact with the bases and/or spotter.

POP: A controlled pushing motion by a base to increase the height of the top person. The base maintains continuous contact with the top.

PYRAMID: Any type of stunt in which one or more persons are supported by one or more persons.

SPOTTER: A person who assists with any tumbling stunt or assists in the building of, or dismounting from, a partner stunt or pyramid. The primary responsibility is to watch for safety hazards. The spotter shall be in a position to prevent injuries with special emphasis on protecting the neck and back areas. During partner stunts/pyramids, this person(s) shall not provide primary support of another person.

SUSPENDED ROLL: Involves horizontal rotation with the top person having continuous hand/arm-to-hand/arm contact with a base(s) and/or spotter(s).

SUSPENDED SPLITS: Involve a top person who is in a split position suspended between two bases.

SWAN DIVE: Occurs when a top person is in a stomach-down position as she comes off the base and is cradled in a face-down position. The stunt is performed without continuous hand contact.

TOP PERSON (FLYER): Person on top of a partner stunt or pyramid.

TOSS-BASKET: Toss initiated by two people who have their hands interlocked with one-two additional people who assist with the toss.

TOSS-PITCH: A throwing motion by the base to increase the

height of the top person. The top person becomes free of contact with the bases.

TWIST: An aerial rotation around the vertical axis.

TWO-HIGH PYRAMID: All individuals in the pyramid mount who are not in contact with the cheering surface (top) must be supported by one or more individuals who are in direct weight-bearing contact with the cheering surface (Base).

VAULT: A stunt in which the hands of the top person are used to assist in clearing a base.

ICF SAFETY DIAGRAMS



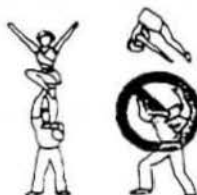
SUSPENDED ROLL



TORCH FLIP



LIBERTY



2-PERSON
SPLIT-CATCH



3-PERSON
SPLIT CATCH



3-PERSON CRADLE



3-PERSON CRADLE
(Close-Up)



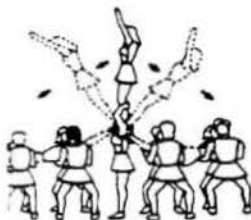
ROLL OFF SPLITS



TOWER



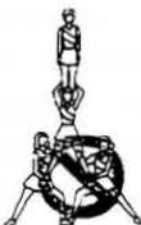
SHOULDER
STAND



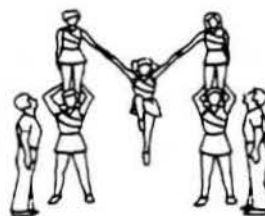
PENDULUM



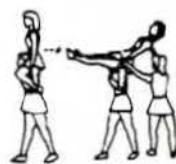
4-3-2-1



HIGH TABLE TOP



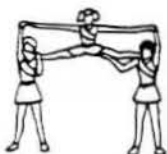
HANGING PYRAMID



BACKWARDS
SUSPENDED ROLL
(Requires Spot)



DOUBLE-BASE
EXTENSION



SUSPENDED SPLIT



TOE PITCH FLIP



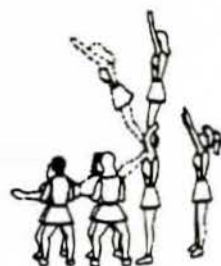
BASKET TOSS
TOE TOUCH



EXTENSION



2-2-1 ON ARMS



HALF PENDULUM



SUSPENDED ROLL



BASKET TOSS
FRONT OR BACK FLIP



BASKET TOSS
WITH SEPARATE CRADLE



TENSION ROLL FROM
SHOULDER STAND

NUTRITION and HEALTH RELATED ISSUES

Nutrition and Body Composition

1. **Protein:** Body's basic building blocks. Sources of protein: meat, fish, poultry, eggs, nuts, peas, and beans.
2. **Carbohydrates:** Major source of energy for muscular work.
3. **Fats:** Fats are a concentrated source of energy.
4. **Minerals:** Inorganic compounds found in tissues such as calcium, phosphorus, potassium, iron, iodine, and sodium.
5. **Vitamins:** Organic substances for growth and development for energy production.
6. **Water:** It is important to maintain fluid level within normal limits.

Balance Your Diet

The term diet is often misunderstood. In terms of a healthy lifestyle, diets should not be thought of as a temporary solution to lose weight. Instead, it should be a way of life. Choosing what to eat is more important than how much or even how often. The chart below is a recommendation as to balancing consumption.

Unlimited:	Fruits and vegetables, beans, non fat dairy products and whole grain products.
Controlled:	Low fat milk, yogurt, cheese, lean meat, fish, poultry.
Occasional:	Whole milk, high fat cheese, nuts, seed, eggs, fatty meats.
Rare:	Saturated fats, refined sugars (fried foods, rich deserts, heavy sauces).

Eating Disorders*

1. Anorexia Nervosa:

Anorexia Nervosa is a form of malnutrition that is very difficult to treat, because the individual simply refuses to eat. Signs to look for are distorted attitudes toward food, eating, weight loss, exercise, and weight loss without other medical illness. Most sufferers will adamantly deny a problem. Anorexia is extremely dangerous and can be fatal.

2. **Bulimia:**

Individuals with bulimia consume unrealistic quantities of food and then induce vomiting or take laxatives to purge the food from their body. Characteristic of bulimia include recurring episodes of binge eating, particularly in a short period of time, consumption of high calorie foods, unnecessarily secretive behavior concerning eating habits and severe weight fluctuations.

*Immediate attention must be given to either of these disorders. They are very serious and are considered to be a disease that needs professional guidance and be treated by a trained physician.

FIRST AID

This identifies the most common minor injuries occurring from cheerleading activity. This information is not a substitute for formal first aid or medical training, but it is to familiarize coaches with basic, common response to these injuries.

When An Injury Occurs

1. Students should find an adult if one is not present.
2. Determine immediately if the injury requires medical assistance.
3. When in doubt take the student to the athletic trainer.
4. Move other cheerleaders away from the injured cheerleader.
5. If the injury requires medical assistance, do not panic, do not move the victim.
6. Keep the injured cheerleader in the position best suited to his/her condition. Do not let them move or walk around.
7. Reassure the injured person: pain and fear caused by an injury can worsen a victim's condition.

Common Injuries

1. **SHOCK:** A very severe state of collapse caused by malfunction of the circulatory system. It may occur in all types of injury and illness: hemorrhage, a dislocation, severe infection, dehydration or just emotional upset.

SYMPTOMS:

- * Dizziness or fainting
- * Cool, moist, pale skin
- * Rapid pulse
- * Fast shallow breathing

PREVENT/DELAY SHOCK

- * Do not allow victim to see his/her injury.
- * Have victim lie down and elevate his/her leg 10-12 inches.
- * Keep him/her warm but do not over heat.
- * Do not give him/her anything to eat or drink.

2. **HEAT EXHAUSTION:** This occurs in persons working or playing in hot environments where air circulation may be poor.

SYMPTOMS:

- * Weakness and feeling very tired
- * Profuse perspiration
- * Headache
- * Nausea
- * Skin pale and clammy

TREATMENT:

- * Move the victim to a close place
- * Remove extra clothing
- * Have the individual sit or lie down
- * Give him/her 3 or 4 glasses of water, about 5 minutes apart, with 1/4 teaspoon of salt in each glass.

3. **LACERATION:** It is a cut or opening in the skin. Immediate concerns are to stop any bleeding and to prevent infection. Bleeding may be very minimal or extremely severe (hemorrhage). The most effective means of controlling bleeding is by applying "direct pressure" on the wound.

TREATMENT:

- * Cover the wound with a clean cloth and apply pressure with your hand. Be sure pressure is exerted over the entire cut. If nothing is available to cover the wound use your hands.
- * Cover the wound with a clean cloth and tie snugly, but so tight as to cut off circulation.
- * If bleeding continues, see a doctor.

4. **SPRAINS:** Are an injury to the joint involving the ligament and or tendons. It occurs when the joint is forced beyond its normal range.

SYMPTOMS:

- * Swelling
- * Tender to touch
- * Discoloration
- * Pain with motions

5. **STRAINS:** Are an injury to the muscles caused by stretching the muscles beyond a reasonable limit. It may occur from lifting too much weight, by lifting incorrectly or by over exertion.

SYMPTOMS:

- * Sharp stabbing pain
- * Soreness and stiffness which becomes progressively severe
- * Pain when attempting to use affected muscles.
- * Muscle spasms.

TREATMENT OF SPRAIN AND STRAINS:

- * "Rice": Rest, Ice, Compression, and Elevation.
- * Considered taking cheerleader to hospital for X-ray to check for fractures.

6. **NOSEBLEED:** May be caused by injury, dry air, blowing too hard, high blood pressure and high altitude.

TREATMENT:

- * Have victim sit down
- * Pinch nose for 10 minutes. Do not let up the pressure.
- * Release slowly. If bleeding continues repeat for 10 minutes
- * Apply a cold pack or ice to the neck and nose, this slows the blood flow.
- * If the bleeding continues see a doctor.

BUDGETS, FINANCE, FUND RAISING

A cheerleading coach has the enormous responsibility of assisting the squad in creating revenue and monitoring its expenses. Before starting any project, considers the squad's public relations and how others perceive the cheerleaders. It is important to establish worth by keeping the student body and community aware of what the squad is doing and why. People are more likely to support a project if it is a "worthy cause."

Budget Planning

How much is it going to cost to maintain a quality program? Plan three separate budgets: one that is liberal for putting together the best program, the second for the typical spirit programs and finally, the third is the minimum needed to run the program. Start the year off with the minimum budget, then as revenue increases, add expenses outlined in the other budgets.

With the entire squad list every possible expense, such as uniforms, camp, transportation, decorations, megaphones,

poms, pins, letters, gifts, books, videos, socks, shoes, paper, music, etc. Working with the squad, develop a budget committee and prioritize these expenses and determine the cost of each.

Appropriations from School: If the squad receives no revenue from the school, try to procure some from indirect school sources. Check with the athletic department, ask the booster clubs, check with all school clubs to see if they will donate for specific projects. Always ask for help in a specific area, not just general. Let the groups know that the squad is also planning to work toward earning money through fund raising projects and personal expense.

Donations from Community: It is inadvisable to ask local business for an exorbitant amount of money, but getting a small amount from a large number of businesses is possible. Get companies to donate part of your uniforms in exchange for advertising. Give them a framed squad photo and a formal thank you. If planning a fund raising dinner, check with all

food merchants to see if they will make a donation. Bakeries are good sources of food donations. Go to various stores asking for small donations of merchandise: masking tape, paint, crepe paper, etc. Ask merchants to donate items that could be auctioned or raffled. Go to various companies that use big rolls of paper, ask for any extra paper, end rolls, etc., for sign making. Check the local newspaper.

Always send personal thank you notes regardless of the size of the donation. Discuss other creative ways to offer thanks, the more thought that goes into a gesture, the larger the appreciation.

Project Restrictions

Many schools have restrictions on how often an organization can raise money and through what means they use to raise the funds. It is very important that the coach/sponsor has a copy of the restrictions in writing, even in letter form from the Athletic Director and/or Principal.

Fund Raising Organization

1. Plan your budget: determine the start up cost of supplies, advertising, etc. All effective projects should have a targeted profit margin of at least 30%.
2. Find out restrictions: all policies should be in writing.
3. Decide on the fund raising projects: offer enough options to create a selection process.
4. Set your dates: choose carefully. Check to see what other school groups are doing and what is there schedule.
5. Get your projects approved in writing.
6. Keep a running file as to the progress of each project and the squad members assignments.
7. Assign chairpersons who report to the captain and squad as to progress.
8. Advertise. Effective publicity is a powerful means to guarantee success.
9. Develop a checklist, review often with the squad.
10. Oversee. Stay informed during each phase.
11. Follow through. Make sure the squad thanks contributors, cleans up areas, etc.
12. Account for money. A coach is responsible for the money. Double check all the accounting/collection procedures.
13. If needed, solicit help from parents.

Planning the Fund Raisers

Always plan with the entire squad. Let the cheerleaders examine the options, offer creative ideas and select the projects. However, guide the squad in the decision making process. Never make any decision with a sales rep, decide

alone with the squad. If the squad chooses to use product sales as an option, make sure the company rep answers the following questions:

1. What is the company policy on returning unsold products for refunds?
2. Who pays the shipping and handling costs?
3. Is the delivery date guaranteed?
4. Does the company furnish sales aids (charts, emblems, buttons, posters, carrying cases)?
5. Is there a prize program for top sellers?
6. Is the product guaranteed?
7. How are unsatisfied customers handled?
8. Is the product convenient to carry around and display?
9. What other schools or communities have successfully participated?
10. Comparing the amount of work to profit margin, is it worth it?

Sales Contracts

Consider having the cheerleader and parents sign an agreement stating financial responsibility for the product. In the contract include the due date for money and the penalty imposed if payment is late. State clearly the policy of returning unsold items. To avoid the typical situation of parents supplementing their children so they do not have to participate in the program, establish a quota system outlining

exactly what all cheerleader are expected to contribute in time, sales, and clean up. Outline this in the sales contract

WRITING YOUR FIRST CONSTITUTION

The following outline constitution serves as a guide.

Other resources that may be used are current constitutions (not necessarily cheerleading) by your district and surrounding districts in your area. If starting from scratch, you may want to set up a committee composed of cheerleaders, school administrators, parents, and the sponsor to develop the shell.

Using this outline and/or previously written constitutions as a guide, adapt the constitution to fit the needs of the squad and school. If the administration is unavailable to assist in formulating the constitution, prepare a preliminary draft with the cheerleaders and representative parents and present it to the administrator for written approval.

- I. For whom is the program being written
 - A. Name of School
 - B. Name of the squad(s)
- II. Purpose of the squad
 - A. Values the squad is trying to promote
 - B. Priorities
- III. Eligibility requirements
 - A. Length of time a student must enroll prior to tryouts
 - B. Class Ranking eligible to try out
 - C. Academic requirements

- D. Physical requirements
- E. Insurance
- F. Permission Forms
- IV. Membership
 - A. The number of cheerleaders to make the varsity squad
 - B. The number of cheerleaders to make the sophomore squad.
 - C. The number of cheerleaders to make the freshman squad.
 - D. The number of cheerleaders to cheer for games per season.
- V. Attendance requirements
 - A. Summer clinic
 - B. Competition
 - C. Clinics
 - D. Social Activities
 - E. Community Activities
 - F. Other
- VI. Financial responsibilities (other than uniforms)
 - A. Summer Camp
 - B. Summer transportation
 - C. Competitions
 - D. Food
 - E. Miscellaneous
- VII. Tryouts
 - A. Specific method of election to be used
 - 1. Judges Roster
 - 2. Evaluation of skills
 - 3. Evaluation of other categories
 - a. attendance
 - b. personality
 - c. faculty input
- VII. Selection of captains, officers, managers
 - A. Duties of the captains
 - B. Duties of the officers and managers
- IX. Practice schedule
 - A. Number of days per week of squad practice
 - B. Length of each practice
 - C. Time of day for practice

- D. Which practices are required
- E. Excused absence policy
- X. Transportation
 - A. Policy for home games and local functions
 - B. Policy for away games
 - C. Policy for competition
 - D. Policy for camp
- XI. Uniforms
 - A. What uniforms are purchased by school
 - B. What uniforms will be purchased by each cheerleader
 - C. Who is responsible for upkeep, judging and selection of uniforms.
 - D. When any or all of the uniform must be worn.
 - E. Policy of returning uniforms/repairing uniforms
- XII. Appearance
 - A. Regulations: jewelry, make-up, hair, etc.
 - B. Regulations: physical health and appearance
- XIII. Awards
 - A. Description of honors/awards
 - B. Selection process
- XIV. Fund Raising Activities
 - A. Budget goals
 - B. Project outline
 - C. Policy on participation
- XV. Sports Knowledge
 - A. Football
 - B. Wrestling
 - C. Basketball

VARSITY SQUAD

NAME	GRADE	ADDRESS	PHONE#
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J.V. SQUAD

NAME	GRADE	ADDRESS	PHONE#
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FRESHMAN SQUAD

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TRYOUTS

Cheerleading tryouts need to be as organized as possible. It is very important to be consistent and document each step of the evaluation process. There are three areas to be evaluated. They are:

- | | | |
|-----|-------------------------------------|---------------|
| (1) | Teacher evaluation | 25 pts |
| (2) | Written test of cheerleading manual | 25 pts |
| (3) | Actual tryout performance. | <u>45 pts</u> |

TOTAL 90 pts

Teacher Evaluation Form: This form will help you to tabulate the teacher's score for the cheerleading candidates. Give the form out at least two weeks prior to cheerleading tryouts, perhaps at the tryout information meeting. Make sure the candidates sign up on a list so you have the names of those trying out.

Written Test: This is a 50 question test of the information found in the cheerleading manual. The questions should vary, from sports knowledge, to eligibility requirements. This will give you an idea of who actually made the extra effort to read the Cheerleading manual that you provided.

The Tryout: The cheerleaders participate in a 3 day clinic, held after school, preceding the actual tryout date. The graduating senior cheerleaders make up the cheers and chants and teach them to the candidates at the clinic. They are also taught the jumps and informed of the gymnastic stunts that they may do for tryouts.

The tryout consists of:

2 CHEERS

1 CHANT

2 JUMPS

2 GYMNASTIC STUNTS (1 must be ended with the splits)

PROJECTION (voice and cheering presence)

-The candidates are to wear dark shorts, a white T-shirt and tennis shoes.

-Their hair must be pulled back away from their face and wear very little make-up.

CHEERLEADER TRYOUT TOTALS EVALUATION FORM

NAME	GRADE	LEVEL V JV F	TEACHER REC 25	TEST 25	TRYOUT 45	TOTAL 90	RANK
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CHEERLEADER TRYOUT TOTALS EVALUATION FORM

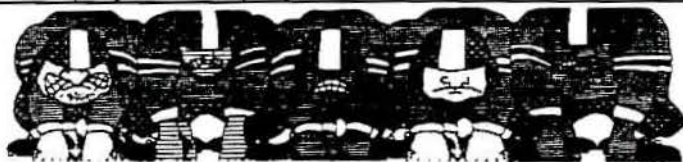
NAME	GRADE	LEVEL V JV F	TEACHER REC 25	TEST 25	TRYOUT 45	TOTAL 90	RANK
22							
23							
24							
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27							
28							
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CHEERLEADER TRYOUT TOTALS EVALUATION FORM

NAME	GRADE	LEVEL V JV F	TEACHER REC 25	TEST 25	TRYOUT 45	TOTAL 90	RANK
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45							
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AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			NOTES:			



FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			NOTES:			



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CHEERLEADER

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CHEERLEADER PHILOSOPHY

Being a cheerleader is a privilege and honor.

Cheerleaders should be the school's most effective student leaders. They have the responsibility to serve as a support group for the various interscholastic activity program within the school. The squad should strive to boost school spirit, promote good sportsmanship, develop positive crowd involvement, and help their school achieve the worthwhile educational objectives in its interscholastic program. The cheerleading squad is not intended to solely develop their physical skills and talents for the purpose of entertainment or competition. The areas of entertainment and competition should be placed in perspective within the educational program. These activities should serve to develop leadership, confidence, and skill. They should not interfere with the primary responsibility of cheerleaders and their commitment to support the school activity program.

Cheerleaders are in a position of great influence and high standards of conduct are essential. Personal behavior

communicates! Appropriate behavior will help earn the respect of the student body. This is the core of developing effective school spirit and student involvement.

Cheerleaders are a very important component of the interscholastic program. A clear minded assessment of the basics will help these young leaders face the challenges of today.

Key Words to Cheer By

DESIRE--All cheerleaders must want to be the best. This must be the motivating force for the entire group.

DETERMINATION--Only those that persevere can expect to excel and succeed in whatever they try.

IMAGE--The school should expect the cheerleaders to be good examples for all.

UNITY--There must be a bond of friendship between all those involved that increases pride in themselves and their school.

SPIRIT--This is more than just an outward show of enthusiasm it is what you are inside.

COMMITMENT--There must be a priority of dedication and commitment to achieve success as a team.

CHEERLEADER CODE OF CONDUCT

As a cheerleader you are expected to understand that as an athlete you are to:

1. Understand that drinking alcohol and smoking are harmful to the body and hinder maximum effort and performance.
2. Not use profanity.
3. Realize that officials do not lose a game, but are there for the purpose of insuring that both teams receive a fair deal. For this they deserve courteous respect.
4. Plan your time so that you devote sufficient energy to your studies to ensure academic success which represents your true abilities.
5. Have a good attendance record and should never be truant from class or school.
6. Work for the betterment of the school and what is right and good for your fellow students.

7. Obey the specific training and practice rules of the coach.
8. Directly represent the community, school and coaches and should conduct themselves properly when traveling.
9. Care for all equipment as though it were your own personal property.
10. Not employ illegal tactics to gain an undeserved advantage.
11. Not let employment interfere with responsibilities.
12. Appreciate that coaches and administrators have the best interests of the participants in mind as they plan and conduct the athletic program.
13. Appreciate the importance of proper rest, diet, and exercise.
14. Practice healthful habits of cleanliness and personal hygiene in all your daily activities.
15. Comply with the standards of this code or be subject to dismissal from the squad or other disciplinary action as maybe determined by the coach.

ELIGIBILITY OF THE ATHLETE

In order for a student to compete or participate in interscholastic athletics, he/she must fulfil completely all of the regulations and requirements set forth by the MSHSAA and the administration of your school and/or college. These regulations listed are recommended for high school athletes.

The Athletes:

1. Must be an amateur:
 - A. Cannot play under an assumed name
 - B. Cannot receive money or valuable award for playing.
 - C. Cannot sign to play for a professional team.
2. Must not have reached 19th birthday before July 1 of the school year.
3. Must be enrolled in courses offering 2.5 units or credit.
4. Must pass 2.5 units of credit.

5. Must maintain a minimum 2.0 current GRADE POINT AVERAGE.
6. Are ineligible after the class in which they entered the 9th grade has graduated.
7. Are ineligible if they transfer in from either a public or private high school with out a change of residence for 1 year.
8. Must attend school the day of an event. If the game is on a Saturday, they must attend school Friday. Any exception to this rule must have prior approval of the director of athletics and the principal.
9. Must be a student in good standing. Behavior unbecoming an athlete could result in the Principal revoking the privilege of a student to participate on an athletic team temporarily or permanently.
10. Must have satisfactorily passed the physical examination.
11. Must have completed 14 full practises.

PHYSICAL EXAMS, INSURANCE, PHYSICAL EDUCATION CLASS

A physical exam is required before a student can tryout for cheerleading. A physical exam received after February 15th is valid for the entire school year following (check regulations of physicals for your state and school/college). A physical exam is required by the state before a student can practice for an activity.

All students must be covered by insurance before he/she can participate in any interscholastic activity. Parents are required to sign a release form stating that they have coverage for their child.

If a cheerleader is enrolled in a physical education class and not able to actively participate in the class, then the cheerleader will not be eligible to participate in cheer practice and/or the event. Once the cheerleader is able to actively participate in the physical education class, then the cheerleader will be able to participate in cheer practice and/or event.

SQUAD FORMATION

The size of each squad will be limited to:

VARSITY	12-16	Composed of Juniors and Seniors
JUNIOR VARSITY	10-14	Composed of Sophomores
FRESHMAN	8-12	Composed of Freshman

The squads will cheer as a whole for football and soccer. Indoor cheering shall be limited to eight cheerleaders. The squad will be split during the winter season to allow all cheerleaders the opportunity to cheer as many different events as possible. Splitting of the squad is equal in number, bases, fliers, and cooperativeness.

Cheerleaders are required to have passed 2.5 units of credit the previous semester, to be currently enrolled in courses that offer 2.5 units of credit and to maintain a 2.0 grade point average the previous semester in order to remain eligible. Cheerleaders who violate these provisions will forfeit their position on the cheerleading squad. Cheerleaders who do not maintain their grades for second semester will also forfeit

their opportunity to attend camp.

Cheerleaders who resign or are suspended from cheerleading for any reason will not receive a refund on any fees paid and may keep the pieces of uniform that they have purchased.

If a position becomes open at the end of the second semester the sponsor may, at his/her discretion, appoint a cheerleader to fill the position. Positions will not be filled once preseason practice starts in the fall.

ATTENDANCE

Attendance at all practices and events is expected.

Excuses for absences that will accepted are:

Illness

Doctor's Appointment

Death in the family

A parent note must be submitted prior to the absence or upon return to school/practice.

Each absence is recorded. Each time there is an unexcused absence, the cheerleader will be benched for one event. Three benches and the cheerleader is subject to dismissal.

Excessive absences--Excused or NOT, is also subject to dismissal. After the occurrence of 6 absences, (if three unexcused absences have not been reached) there will be a meeting with the parents, coach, and Activities Director to address the lack of participation and advise further discipline.

DISCIPLINE

Certain rules have been set in order to provide the optimum opportunity for all cheerleaders. Violations and consequences are as follows:

VIOLATIONS

Untidy Uniform

Excess jewelry,
make-up, nail polish,
or hair style**

Unnecessary
conversation
with crowd, team,
or cheerleader

Insufficient knowledge
of cheer or chant

Tardy to games and
practices

CONSEQUENCES

Reprimanded first time,
benching* for the remainder
of event second and
consequent times

Same as above

Same as above

Benching until
ability is proven

Benched 3
minutes for each
minute late

Uncooperative attitude	1/2 hour benching and conference with coach
Improper uniform attire at school	1/2 hour benching
Failure to be at attention during the National Anthem	1/2 hour benching
Profane language	1 hour benching
Violation of "15-minute" rule***	Benched for one event
Detention	Benched for one event
Truancy from class	Benched for one event
Unexcused absence	Benched for one event
Leaving the event without permission	Benched for one event
Not riding school transportation without permission	Benched for one event
Smoking and/or drinking while in uniform or at a school event	Subject to dismissal

Suspension from school Subject to dismissal

Violation of eligibility Subject to dismissal
rules

*BENCHING--The cheerleader must attend the event in uniform and sit in the stands with the coach/sponsor. The benched cheerleader must follow all standard rules. Benching for 3 total events, the equivalent of 3 events (270 minutes), or repeated violation of the rules will result in possible dismissal from the squad. A conference including the sponsor, level sponsor, cheerleader, and--if requested--the parents. The Athletic Director and Principal, will determine readmission to the squad.

**GROOMING--Cheerleaders should take great care and pride in their personal appearance at all times. While in uniform extra care should be taken. Good personal hygiene should be practiced at all time. Hair styles should be off the face so that it will not interfere with movements. Make-up should not be excessive. Only clear finger nail polish is allowed. The cheerleader must look their best physically at all

times.

In addition, the cheerleader uniform should be kept spotlessly clean and mended at all times. Shoes, undershirts, socks and trunks should also be kept at their best.

The cheerleader's appearance must pass the approval of the sponsor before cheering.

***15 MINUTE RULE--The cheerleader must have parent transportation after an event within 15 minutes of when the designated time is announced. Failure to do so will result in the benching for one event. Discretion for exceptions will be up to the sponsor. It is understood that traffic and other unpredictable circumstances of the parent are not the cheerleader's responsibility.

UNIFORMS

Cheerleaders will be provided one skirt, one long-sleeve sweater, and one warm-weather top. Fund raising by the cheerleaders will provide funds for the uniform which will become property of the cheerleader organization. New uniforms will be obtained every 3-4 years, based on maintenance and longevity. Selection will be made by the sponsor.

Each cheerleader is responsible for the proper maintenance and upkeep of his/her uniform. A pro-rated fee will be assessed for uniforms not properly maintained, damaged, or lost.

Uniforms must be professionally laundered and turned into the sponsor within one week of the end of the season or termination from the squad.

Cheerleaders will be expected to provide at their expense:

- | | |
|---------------------|-------------------------|
| 1 set of trunks | 2 sets of camp clothes |
| 2 pair of socks | 1 pair warm-up pants |
| 2 pair of shoes | 1 cheerleading jacket |
| 1 rain jacket | 1 set of number emblems |
| 1 white turtle neck | |

Varsity cheerleaders will also need:

- 1 pair of gloves
- 1 set of poms
- 1 set of chevrons
- 1 athletic bag

Style of jackets, warm-ups, trunks, and rain jackets will remain consistent so that these items will not have to be repurchased every year. However, the cheerleader should be aware of the expense of the remaining items.

The official cheerleader uniform is composed of the items listed above. Novelty sweatshirts, football jerseys, sweat pants, colored socks and colored turtle neck shirts or polo styled under shirts are not part of the official uniform and should not be worn as part of the official uniform.

Cheerleaders are to wear the assigned uniform to games and other events by the cheerleading organization. Uniforms are required to be worn to school on the day of the game. A single watch and small earrings may be worn to school. During games/events, **NO JEWELRY MAY BE WORN!**

CAMP

Cheerleaders are expected to attend a four day camp each summer. Cheerleaders will be notified of camp dates as soon as possible after tryouts for the convenience of scheduling family vacations. If a cheerleader absolutely cannot attend camp with the squad, an alternative camp for the cheerleader will be selected. Cheerleaders are responsible for all camp fees.

Camp uniforms and spirit wear will be purchased immediately after tryouts. It will be part of the required fees for cheerleading.

Parents are allowed to attend camp with their child if they so desire. The cost must be provided by the parent. However, it is not required to have coaches or parents at camp. The camp staff is responsible for the cheerleaders while they are attending camp.

The school district is not responsible for cheerleaders attending camp. Cheerleaders are responsible for their own camp arrangements, although the cheerleader coach/sponsor at his/her discretion, may help to make arrangements for the

convenience of the squad to attending camp. THE
SPONSOR/COACH IS NOT RESPONSIBLE FOR CAMP
ARRANGEMENTS AND/OR CAMP PRACTICES.

LEADERSHIP

No matter what your squad is doing or where you are, you can be sure that someone is watching you. Somewhere a child, a parent, or a peer is watching everything you do and say. Cheerleading has become much more than raising spirit and doing stunts and pyramids. Cheerleaders have the added responsibility of being role models. This means that your squad is always in the spotlight, whether you are cheering or not, you are the center of someone's attention. Your squad should be well aware of this responsibility. Community functions that you attend or assist in must be done wholeheartedly. It is not easy being someone's role model, but for cheerleaders, leading should become natural.

Your squad should practice being courteous at all times. You should be sincere, polite, and respectful to others, both in and out of school activities. Another way to be a good leader is to focus attention on others. Recognize the accomplishments of all organizations at your school, from the fans to the debate team and any other group (have a bulletin board in the hall

and post students' pictures and honors). Be the leaders for all-round school pride.

SCHOOL AND TEAM SPIRIT

The main purpose of cheerleading is to create excitement and enthusiasm in the school supporters and the student body. The team should know that not only are the cheerleaders supporting them, but the school and community are behind them 100%, win or lose. It takes hard work and dedication to excellence to fill an entire school with unified pride. This is even harder if the team you are pulling for is not having a good year.

A cheerleaders' top priority is to make sure that their team is supported by the school and community. This will instill in the players the desire to play their best in order to win. The team must have enthusiasm and pride that will make them want to work hard for a victory. The cheerleader's goal is to remain positive and supportive. Special spirit treats are a good idea at this time. Try to get the school to rally around your team and let them know that they are being backed all the way. The team's attitude, or spirit, can make a difference in how they play.

CROWD AND SCHOOL

A cheerleader's primary job is effective leadership of crowds in trying to raise school spirit and support the team. This is quite a challenge when you take into consideration the make up of an average crowd. Raising the school spirit of students, teachers, parents, children and community members alike can be tricky business.

The first and most important step toward effective crowd leadership is gaining the respect of your crowd. This means avoiding the following:

- Being unorganized
- Being self-centered
- Lack of knowledge about the game

To really impress a crowd and hold its attention, a squad should be on their best behavior from the moment they step on to the field or court. This means:

- Looking sharp: well groomed, tidy uniform
- Natural make-up
- Good Posture
- No tugging at your skirts or trunks
- Most important: No chit-chat or conversation among cheerleaders unless it is about the game or to call the next cheer.

If your squad is unified and talented, the respect will come naturally from the crowd. If your cheerleaders look interesting, if you are excited about what you are doing, if you seem to be having fun but taking your job seriously, that will get the crowd's attention.

Once the cheerleaders have the crowds' attention, it is important to get involved. Make sure your cheers and chants are easy for your crowd to follow. A crowd is not interested in a squad who cheers to itself. All attention during a game should be focused on the fans and the team.

Use cheers and chants that are geared especially for crowd response. Short, easy to follow chants will get the best response as long as they are game oriented and somehow fun to do. Never be negative in cheering. Use positive wording regardless of the game situation. If the crowd starts booing or hissing, try to divert them with them with one of their favorite chants. The pep band can also help out by playing a short song or drum cadence...anything to change the focus of the crowd.

COMPETITION

Cheerleading competitions differ from game cheering in the purpose and role of a squad. Competition has allowed for an opportunity for cheerleaders to be recognized not only for spirit but for the athletic talent. Game cheers are geared especially towards crowd involvement. All focus is placed on fans and team players. Cheerleaders are leading the crowd in team support; this is their primary goal. The use of easy chants that the crowd can pick up on and short band songs or drum cadences can really get the fans moving. The only pyramids built should be during time outs or halftime.

Competition cheering is the cheerleaders time to shine. There is a chance for the squad to push their skills to the limit and test their abilities against other squads. The cheers are longer, performance oriented, which allows more time for building stunts or pyramids and for transitions. In the "SHOW" category, music can be incorporated into the routine allowing cheerleaders to choreograph dance into the routine. Competitive cheering takes an incredible amount of

concentration. Each squad member is crucial to the success of the routine because the squad can only succeed if it works as one entity. Finally, it allows the squad members to easily focus on specific goals pertaining to skill. The competition itself can be used to measure the level of accomplishment.

TRANSPORTATION

Cheerleaders are responsible for obtaining their own transportation to all events and practices. Lack of transportation will not be considered an excused absence.

Cheerleaders are to ride school transportation to and from away events. In the event that school transportation is not provided by the school, the sponsor may grant the cheerleaders permission to ride with parents, drive themselves or participate in a carpool only with the written consent from his/her parent.

Cheerleaders will not be allowed to ride home from away events with friends when school transportation is provided. Permission may be granted by the principal or sponsor/coach for a student to ride home with his or her parents only.

Cheerleaders who will be picked up from school after returning from an away event are encouraged to call their rides from the site of the away event before the bus leaves for the school. The cheerleader must be picked up within 15 minutes of the time the bus returns to school.

LETTERING AND AWARDS

At the end of the cheering season, all eligible cheerleaders will be awarded the letter appropriate to the level of cheering:

Freshman Award	Numeral of the year they will graduate and a certificate stating the team, year, and coach.
J.V. Award	6" J.V. letter, gold metal insert of the sport they participated in and a certificate stating the team, year, and coach.
Varsity Award	7" Varsity letter, gold metal insert of the sport they participated in and certificate stating the team, year, and coach.

Athletes may receive only one Varsity/J.V. letter and one set of numerals regardless of the number of sports in which they earn a letter. To be eligible, the cheerleader must have cheered in 90% of all games and participated in 90% of all

practices. Excused absences will not count towards eligibility.

At the end of the cheering season, special awards will be given to outstanding cheerleaders in the following categories:

FRESHMAN: 110% Award--Given to the cheerleader who has exhibited the most effort during the season.

J.V.: 110% Award
Most Spirited Award--Given to the cheerleader who exhibited the most enthusiasm during the season.

VARSITY: 110% Award
Most Spirited Award
Unifying Cheerleader Award--Given to the cheerleader who has done his/her best to unify the squad.
Most Valuable Cheerleader Award--Given to the cheerleader who exemplifies all aspects of cheering. In addition, the cheerleader's name will be inscribed on a permanently displayed plaque.

The cheerleader coach/sponsor will determine the recipient of each award. The cheer sponsor may elect to have the cheerleader's vote for the recipient.

In addition, any cheerleader who has maintained at least a 3.0 GPA during the first semester of the year will be awarded the Scholar Cheerleader Award.

RECOMMENDED CHEERLEADING SAFETY GUIDELINES

The International Cheerleading Foundation recommends all cheerleaders adopt guidelines pertaining to safety and cheerleading philosophy. The ICF Safety Guidelines are consistent with the National Federation Guidelines.

Cheerleading skills, including partner students, pyramids and tumbling should be carefully previewed, supervised and reviewed by a qualified and knowledgeable sponsor or coach. These guidelines will not prevent all injuries to cheerleaders. The following guidelines are general in nature and are not intended to cover all circumstances.

Cheerleading Priorities

1. A cheerleader's first responsibilities is to his/her academic program. The educational process should not be compromised by participating in cheerleading.
2. The primary function of a high school cheerleading program is to support interscholastic athletics and to promote school spirit.
3. A high school cheerleading squad has the responsibility to uphold, to reflect, and to project the goals and ideals of their school and community.

4. Cheerleading squads engaging in cheerleading gymnastic and competitive programs should adopt and execute a comprehensive safety program.

Specific Cheerleading Safety Guidelines

1. All pyramids and partner stunts are limited to two persons high. "Two high" is defined as the base (bottom person) having at least one foot on the ground.
2. Use of mini-tramps, springboards, or any height increasing apparatus is prohibited.
3. Free-falling flips or swan dives from any type of toss, partner student, or pyramid are prohibited.
4. Toe pitch flips are prohibited.
5. Helicopters are prohibited.
6. The top person of a suspended split must be partially supported on the back thigh.
7. Front, back or side tension rolls are prohibited.
8. Knee and front drops are not permitted unless most of the weight is first borne on the hands to break the impact of the drop.
9. Single based split catches are prohibited.
10. Partner stunts and pyramids higher than a shoulder-stand must have a continuous spotter for each person over shoulder-stand level.
11. Basket tosses or any type of toss must be performed from ground level and must be cradled by the original two bases plus an additional spotter (third person scoop).

12. Vault dismounts are prohibited.
13. Suspended rolls are permitted, but backward suspended rolls require a spot.
14. Pendulums, hanging pyramids and log rolls are permitted.

General Safety Recommendations for Cheerleaders

1. Cheerleader squads should be placed under the direction of a knowledgeable sponsor or coach.
2. The cheerleader coach or other knowledgeable designated school representative should be in attendance at all practices and functions.
3. All cheerleaders should receive proper training before attempting any form of cheerleading gymnastics (tumbling, partner stunts, and jumps).
4. All practice sessions should be held in a location suitable for the activities of cheerleaders, i.e., use of tumbling mats where available, away from excessive noise and distractions.
5. Training in proper spotting techniques should be mandatory for all squads attempting cheerleading gymnastics.
6. Jewelry, accessories, and apparel should be conducive to safe performances.
7. Warm-up and stretching should precede all practice sessions, pep rallies, games, competitions, and other physical activities.

8. All cheerleading squads should develop a conditioning and strength-building program.
9. The cheering surface, location, and weather conditions should be taken into consideration before engaging in physical activity.
10. Sponsors/coaches must recognize the entire squad's particular ability level and limit the squad's activities accordingly.

Spotting

Spotting is the most essential role to safely building pyramids and partner stunts at any level. The coach should identify the role of a spotter in any stunt or pyramid, just as the roles of the base and mounter are identified.

It is a natural reaction to move away from a falling object. However, spotters should be trained to respond in the opposite fashion. An effective spotter should have good timing, be able to visualize the stunt and pay constant attention to the body position of the other cheerleaders.

The assigned spotter should have "Hands on" contact with the mounter or flyer. Her position should be carefully located so as to break a fall, catching the cheerleader. This continuous contact also allows the spotter to stabilize movement which may cause the stunt to come down.

A spotter should not have to catch a stunt. Instead the position of the spotter should be sure that she can catch the cheerleader without having to move, which could lead to a drop.

If the stunt or pyramid does not allow for hands on

spotting, the spotter should stand close to the base, with hands in the air, constantly watching the "flyer's" body position.

The coach should constantly instill an attitude of importance for the role of spotting. When the squad is choreographing different stunts and pyramids, the spotter assignment should be recognized as necessary and important. The longer the cheerleaders work with each other, the stronger they will communicate. Body communication, the ability for the cheerleaders to recognize a solid stunt and a shaky stunt, should be evident with a few weeks of careful training and consistent practice.

Dismounts

Bear Hug: The spotter stands to the side and slightly in front of the person dismounting with their arms up in the air. As the person dismounts, the spotter makes contact above his/her head and places the outside shoulder in front of the person dismounting and the head and other arm should be behind the person. The arms wrap around the person, hugging the mounter during descent. While "hugging," the spotter

should also lift the mounter slightly upward, thus minimizing the impact of the dismount. The mounter must keep her arms up at all times to avoid hitting the spotter.

Cradle: Most cradles require three spotters, one on each side and one behind the person dismounting supporting the shoulders and head. The spotters on both sides face each other with arms up. As the flyer cradles, the spotters place one arm behind the back and the other arm under the hips. The bases should be very close to each other and the catch should be initiated above the head. The person in back should stand almost directly beneath the person dismounting with arms up. As the person cradles, the base in back places his arms underneath the shoulders (under each arm) of the person dismounting. The person dismounting should always look first. The person dismounting must cradle with arms in a "T" position in order for the spotter in back to "scoop" underneath the shoulders. Also, the person should cradle in a piked position with the shoulders and head up. They should not lean back with their shoulders.

GLOSSARY

AERIAL: A stunt performed free of contact with a person or surface.

BASE: Any person, in direct weight-bearing contact with the cheering surface, who supports another person.

CRADLE-CATCH: This occurs when the catchers, with palms up, catches the top of by placing one arm under the back and the other under the thighs of the top person.

DROP-FRONT: Dropping forcefully from an airborne position to a horizontal, face-down position on the cheering surface.

DROP-KNEE/SEAT/THIGH: Dropping forcefully to the knee(s), seat or thighs onto the cheering surface from a jump, stand or roll down without first bearing most of the weight on the hands/feet to break the impact of the drop.

DROP-SPLIT: Dropping forcefully to the cheering surface from a jump or stand, landing with legs extended at right angles to the trunk in a split position without first bearing most of the weight on the hands/feet to bread the impact of the drop.

DROP-TENSION: A Pyramid/mount in which the base(s) and top(s) lean in formation until the top leaves the base without assistance.

EXTENSION: A stunt in which the supporting arm(s) of the base(s) is fully extended above the head, and the top is standing in the hands of the bases.

FLIP: An aerial rotation around the horizontal axis

FREE-FALLING FLIP: An aerial horizontal rotation in which the person is not in constant contact with the bases and/or spotter.

POP: A controlled pushing motion by a base to increase the height of the top person. The base maintains continuous contact with the top.

PYRAMID: Any type of stunt in which one or more persons are supported by one or more persons.

SPOTTER: A person who assists with any tumbling stunt or assists in the building of, or dismounting from, a partner stunt or pyramid. The primary responsibility is to watch for safety hazards. The spotter shall be in a position to prevent injuries with special emphasis on protecting the neck and back areas. During partner stunts/pyramids, this person(s) shall not provide primary support of another person.

SUSPENDED ROLL: Involves horizontal rotation with the top person having continuous hand/arm-to-hand/arm contact with a base(s) and/or spotter(s).

SUSPENDED SPLITS: Involve a top person who is in a split position suspended between two bases.

SWAN DIVE: Occurs when a top person is in a stomach-down position as she comes off the base and is cradled in a face-down position. The stunt is performed without continuous hand contact.

TOP PERSON (FLYER): Person on top of a partner stunt or pyramid.

TOSS-BASKET: Toss initiated by two people who have their hands interlocked with one-two additional people who assist with the toss.

TOSS-PITCH: A throwing motion by the base to increase the

height of the top person. The top person becomes free of contact with the bases.

TWIST: An aerial rotation around the vertical axis.

TWO-HIGH PYRAMID: All individuals in the pyramid mount who are not in contact with the cheering surface (top) must be supported by one or more individuals who are in direct weight-bearing contact with the cheering surface (Base).

VAULT: A stunt in which the hands of the top person are used to assist in clearing a base.

NUTRITION and HEALTH RELATED ISSUES

Nutrition and Body Composition

1. **Protein:** Body's basic building blocks. Sources of protein: meat, fish, poultry, eggs, nuts, peas, and beans.
2. **Carbohydrates:** Major source of energy for muscular work.
3. **Fats:** Fats are a concentrated source of energy.
4. **Minerals:** Inorganic compounds found in tissues such as calcium, phosphorus, potassium, iron, iodine, and sodium.
5. **Vitamins:** Organic substances for growth and development for energy production.
6. **Water:** It is important to maintain fluid level within normal limits.

Balance Your Diet

The term diet is often misunderstood. In terms of a healthy lifestyle, diets should not be thought of as a temporary solution to lose weight. Instead, it should be a way of life. Choosing what to eat is more important than how much or even how often. The chart below is a recommendation as to balancing consumption.

Unlimited:	Fruits and vegetables, beans, non fat dairy products and whole grain products.
Controlled:	Low fat milk, yogurt, cheese, lean meat, fish, poultry.
Occasional:	Whole milk, high fat cheese, nuts, seed, eggs, fatty meats.
Rare:	Saturated fats, refined sugars (fried foods, rich deserts, heavy sauces).

Eating Disorders*

1. Anorexia Nervosa:

Anorexia Nervosa is a form of malnutrition that is very difficult to treat, because the individual simply refuses to eat. Signs to look for are distorted attitudes toward food, eating, weight loss, exercise, and weight loss without other medical illness. Most suffers will adamantly deny a problem. Anorexia is extremely dangerous and can be fatal.

2. **Bulimia:**

Individuals with bulimia consume unrealistic quantities of food and then induce vomiting or take laxatives to purge the food from their body. Characteristic of bulimia include recurring episodes of binge eating, particularly in a short period of time, consumption of high calorie foods, unnecessarily secretive behavior concerning eating habits and severe weight fluctuations.

*Immediate attention must be given to either of these disorders. They are very serious and are considered to be a disease that needs professional guidance and be treated by a trained physician.

JUMPS

TUCK JUMP



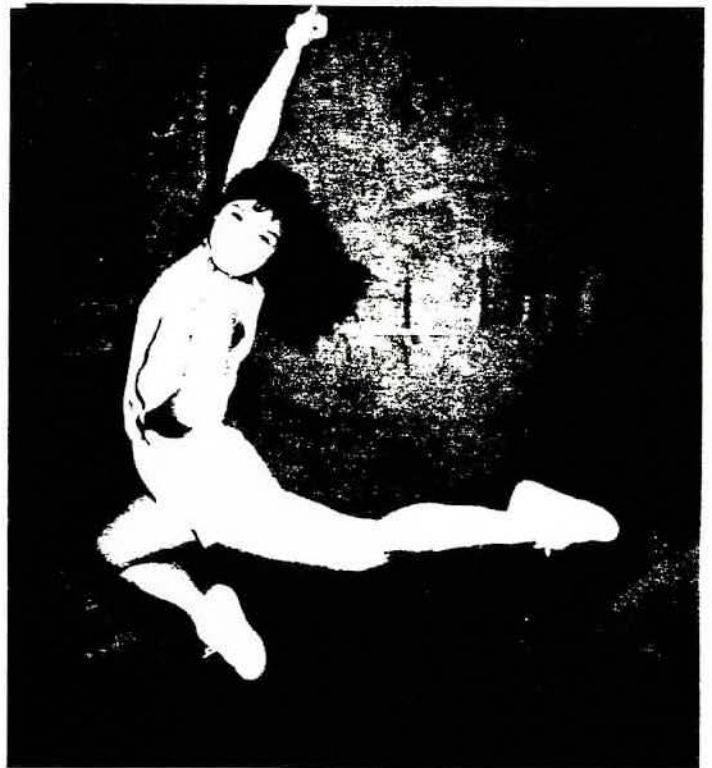
"C" JUMP



HURDLER



STAG JUMP





TOE TOUCH





HERKIE JUMP



PIKE



DOUBLE-9



PHYSICAL CONDITIONING

ALTERNATE DUMBBELL PRESS

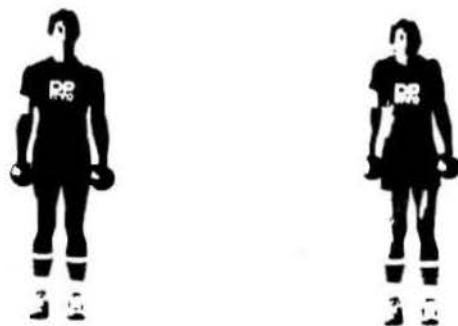


- A Stand erect with feet spread about 12 to 24 inches. Position the dumbbells shoulder high with the elbows held close to the body.
- B Press the right dumbbell to arms length overhead while inhaling.
- C Lower the right dumbbell back to the starting position and at the same time press the left dumbbell to arms length. Exhale as the right arm lowers and left arm extends.

Perform 10 to 15 reps, 1 to 3 sets.

DEVELOPS, FIRMS AND SHAPES THE FRONT SIDES OF THE SHOULDERS (DELTOIDS) AND THE BACKS OF THE UPPER ARMS (TRICEPS).

SHOULDER SHRUG



- A Stand erect with feet about 8 to 12 inches apart. Hold a dumbbell in each hand with arms hanging naturally at the sides.
- B Without bending the arms, shrug your shoulders upward as far as possible (they touch your shoulders to your ears). Hold for about 2 seconds.
- C Lower both shoulders back to the starting position.

Perform 10 to 20 reps, 1 to 3 sets.

DEVELOPS, FIRMS AND SHAPES THE TOP OF THE SHOULDERS AND NECK (TRAP-EZIUS).

SIDE LATERAL RAISE



- A Stand erect with feet spaced about 12 inches apart. Hold a dumbbell in each hand with arms straight down by the sides, palms are facing inward.
- B Raise the dumbbells upward with slightly bent arms until they are about shoulder height. Inhale as you lift.
- C Return slowly and smoothly to the starting position while exhaling.

Perform 10 to 15 reps, 1 to 3 sets.

ONE ARM DUMBBELL ROW



- A Stand at the foot of the bench. Lean forward and place the right hand on the bench for support and balance. Bend the knees and keep the back flat. Grasp the dumbbell in the left hand with arm straight.
- B Pull the dumbbell upward until it touches the chest while inhaling.
- C Lower the dumbbell smoothly to the starting position while exhaling.

Repeat the exercise with the right arm.

Perform 10 to 15 reps, 1 to 3 sets.

DEVELOPS THE UPPER BACK (LATISSIMUS DORSI) AND TO A LESSER DEGREE THE UPPER ARMS.

ALTERNATE DUMBBELL PRESS



- A Stand erect with feet spread about 12 to 24 inches. Position the dumbbells shoulder high with the elbows held close to the body.
- B Press the right dumbbell to arms length overhead while inhaling.
- C Lower the right dumbbell back to the starting position and at the same time press the left dumbbell to arms length. Exhale as the right arm lowers and left arm extends.

Perform 10 to 15 reps. 1 to 3 sets.

DEVELOPS, FIRMS AND SHAPES THE FRONT SIDES OF THE SHOULDERS (DELTOIDS) AND THE BACKS OF THE UPPER ARMS (TRICEPS).

TWO ARM DUMBBELL PRESS



- A Stand erect with feet spread about 12 to 24 inches. Position the dumbbells shoulder high with palms facing each other and elbows held close to the body.
- B Press both dumbbells overhead to arms length while inhaling.
- C Lower the dumbbells back to the starting position while exhaling.

Perform 10 to 15 reps. 1 to 3 sets.

TRICEP EXTENSION (standing with one dumbbell)



- A Stand erect with the feet spaced about 12 inches apart. A single dumbbell is held overhead with extended arms and with both hands clasped around the dumbbell.
- B Lower the dumbbell behind the head, keeping both elbows close together and pointing point elbows at the ceiling. Exhale as the dumbbell is lowered.
- C Return to the starting position while inhaling.

Perform 10 to 15 reps. 1 to 3 sets.

FIRMS, SHAPES AND CONTOURS THE BACK OF THE UPPER ARMS (TRICEPS).

TRICEPS EXTENSION (Bend Forward)



- A Bend forward at the hips with bent knees. Hold the upper arms against the sides, with the dumbbells held next to the chest. Keep the back flat and parallel to the floor.
- B While keeping the upper arms tightly pressed against the sides, push both dumbbells to the rear until both arms are locked straight. Inhale as the arms are straightened.
- C Return to the starting position while exhaling.

Perform 10 to 15 reps. 1 to 3 sets.

ALTERNATE DUMBELL CURL



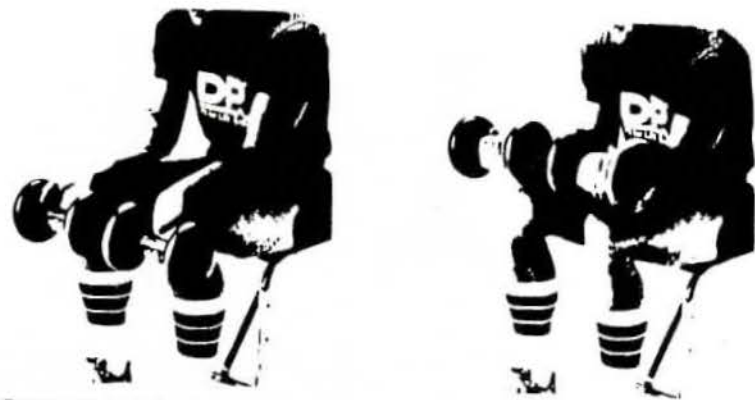
- Stand with the feet about 12 inches apart. Grasp the dumbbells, one in each hand with the palms forward and arms extended straight down.
- Grip the dumbbells firmly and without body sway, curl one dumbbell upward until it touches the shoulder.
- Lower the dumbbell and at the same time curl the other dumbbell up to the shoulder.

Breathe normally throughout the exercise.

Perform 10 to 15 reps, 1 to 3 sets.

STRENGTHENS AND FIRMS THE FRONT OF THE UPPER ARMS (BICEPS).

WRIST CURL

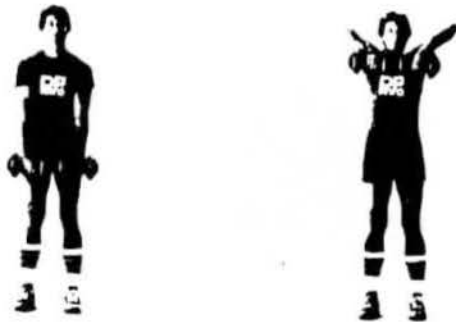


- Sit on the end of a bench. Rest both forearms along the top of the thighs. Take up a dumbbell in each hand, palms up. Bend both wrists downward and allow the dumbbells to roll to the finger tips.
- Close the hands, gripping the dumbbells tightly and curl both wrists up as high as possible while keeping the forearms flat against the thighs.
- Return to the starting position. Breathe normally throughout the exercise.

Perform 10 to 20 reps, 1 to 4 sets.

DEVELOPS THE GRIP AND FOREARMS.

UPRIGHT ROW



- Stand erect with the feet about 12 to 24 inches apart. Hold both dumbbells in front of the thighs, palms facing inward and arms extended straight down.
- Pull the dumbbells upward as high under the chin as possible while inhaling. Keep the elbows pointed up.
- Lower the dumbbells slowly and smoothly to the starting position while exhaling.

Perform 10 to 15 reps, 1 to 3 sets.

BENTOVER ROW



- Grasp a dumbbell in each hand. Lean forward from the hips, keeping the back flat and bending both legs. Arms are extended downward.
- Pull both dumbbells upward as high as possible while inhaling.
- Lower the dumbbells back to the starting position, exhaling.

Perform 10 to 20 reps, 1 to 4 sets.

THE LUNGE



- Stand erect with feet about 12 inches apart. Position the dumbbells with arms extended downward and dumbbells alongside of the thighs.
- Step forward with the right foot, keeping the left foot in place. Step out as far as possible without letting left knee touch the floor. Inhale as you step out.
- Return to the starting position while exhaling.

After completing required repetitions, with the right leg, repeat the exercise stepping out with the left leg.

Perform 8 to 15 reps, 1 to 4 sets.

REDUCES, FIRMS AND CONTOURS THE BUTTOCKS (GLUTEUS MAXIMUS). PROMOTES FLEXIBILITY IN HAMSTRINGS.

SQUAT (DEEP KNEE BEND)



- Stand erect with feet spaced about 12 to 24 inches apart. Position the dumbbells at shoulder height.
- While maintaining a straight back, bend the legs and lower into a squatting position. Keep the heels on the floor. Inhale as you squat. Note: if necessary, place a 2 inch block under the heels to assist in maintaining a flat back.
- Return to the starting position while exhaling.

Perform 8 to 20 reps, 1 to 3 sets.

LUNGE WITH FORWARD RAISE



- Stand erect with feet about 12 inches apart. Position the dumbbells with arms extended downward and dumbbells alongside of the thighs.
- Step forward with the left foot, keeping the right foot in place. At the same time swing both dumbbells forward and overhead to arm's length. Inhale as you step out.
- Return to the starting position while exhaling.

After completing required repetitions, with the left leg, repeat the exercise stepping out with the right leg.

Perform 8 to 15 reps, 1 to 4 sets.

REDUCES, FIRMS AND CONTOURS THE BUTTOCKS (GLUTEUS MAXIMUS). PROMOTES FLEXIBILITY IN HAMSTRINGS. EXERCISES THE SHOULDERS.

TOE RAISE



- Stand erect holding a dumbbell in each hand. Place the feet with one half of the feet on a 2" x 4" block.
- Raise up on the toes as high as possible. Hold for a count of two.
- Return to the starting position with heels touching the floor. This exercise has three variations: toes straight ahead, toes pointed upward, and toes pointed outward.

Perform 15 to 25 reps of each variation, 1 to 3 sets.

FOOTBALL



Play field: The football field is a regulation 50 x 120 yard rectangle, divided into 12, 10-yard sections consisting of an end zone, goal line, 10-yard line, 20-yard line, 30-yard line, 40-yard line (for each team on each side of the 50-yard line), and the middle 50-yard line.

Playing time: Varsity playing time is 8 minutes per quarter. J.V. playing time is 7 minutes per quarter. Freshman playing time is 6 minutes per quarter. There is a fifteen minute half time.

Scoring: There is only team scoring in football-no individual scoring. Points are as follows:

TOUCHDOWN	6
EXTRA POINT KICK (VARSITY)	1
EXTRA POINT KICK (FRESHMAN)	2
POINT AFTER CONVERSION (PASS)	2
FIELD GOAL	3
SAFETY	2

The offensive team gets 4 chances (downs) to move the ball forward 10 yards. If 10 or more yards are achieved in 4 or fewer downs, the offense keeps the ball and continues play. If the offense fails to progress the ball 10 yards within 4 downs, the other teams then gains control of the ball.

Clock: The clock stops and starts when the official indicates. Examples of this are times-outs, penalty, first down, beginning and ending of the game quarter, injure, when a team request or at the officials request. There are four officials on the high school level: two chief referees who have control of the game, one head lineman who stands at the line of scrimmage to mark the forward progress of the ball, and one field judge who is responsible for timing the game.

Playing positions: There are 11 offensive players and 11 defensive players on the playing field. The following is a list of basic playing positions. (O)-indicates offensive positions, (D)-indicates defensive.

FULLBACK--(O)-Person on the team who is an extremely powerful runner, also a good blocker, and pass receiver.

HALFBACK--(O)-Runs, blocks, receives and often passes.

SAMPLE OFFENSE

SE T G C G T TE F

Q

FB

TB

KEY:

SE=Split end

T=Tackle

G=Guard

C=Center

TE=Tight end

F=Flanker

Q=Quarterback

FB=Fullback

Penalties: These are violations, either defensively or offensively, which results in the ball being moved either forward or back by the official.

Clipping--When one player blocks another from behind.

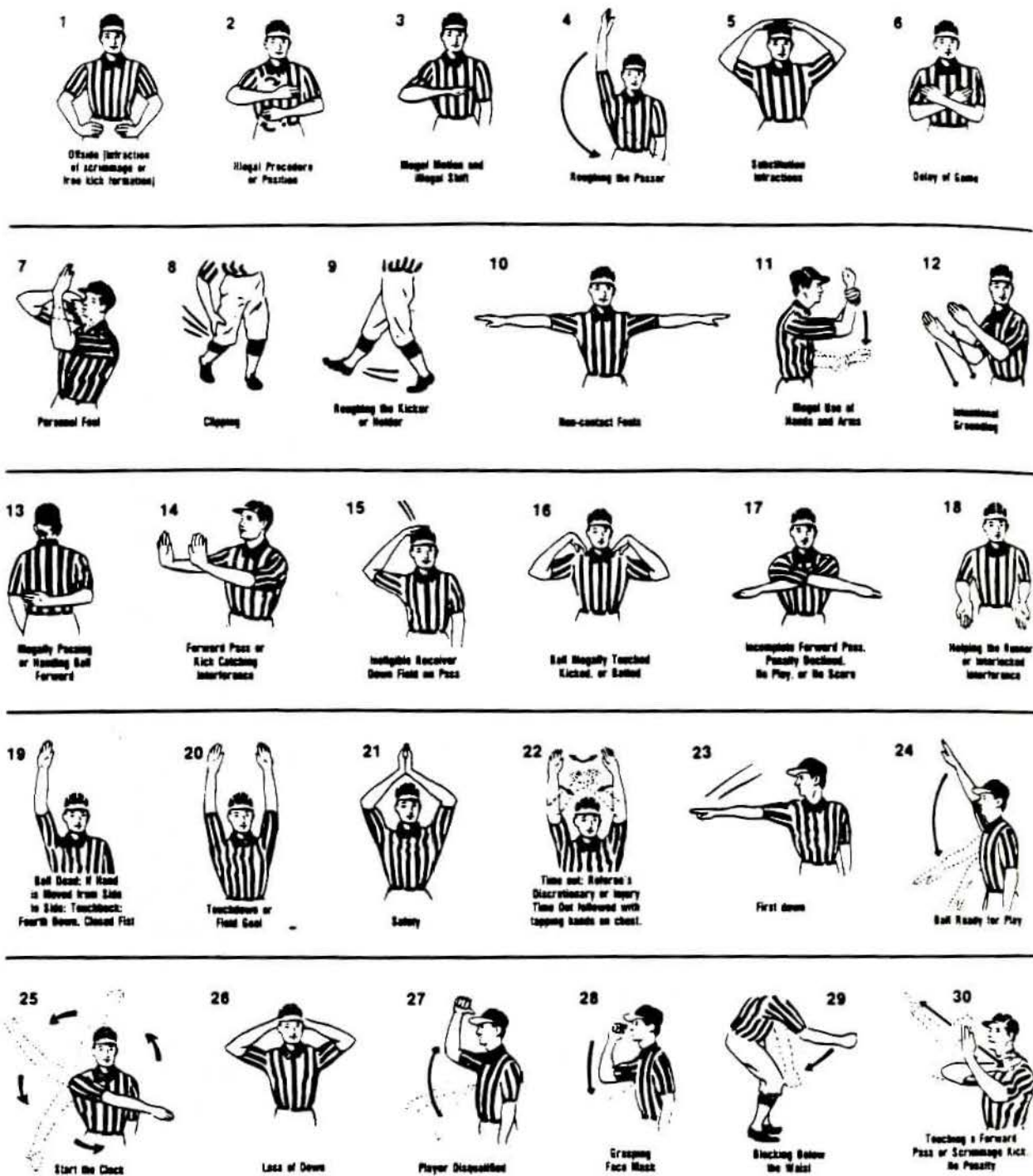
Delay of game--Occurs when offensive team does not put the ball into play within 25 seconds after the official starts the clock.

Illegal procedure--Happens when the offensive team does not have 7 men on the line of scrimmage or if an offensive play moves before the center snaps the ball.

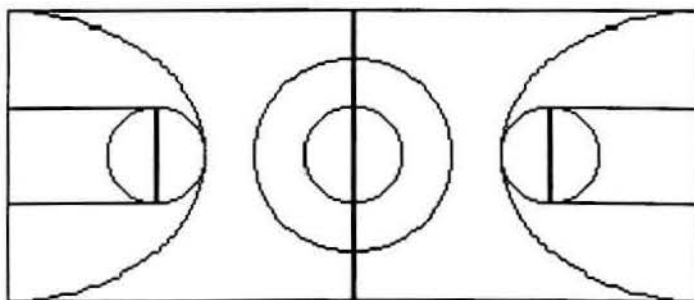
Holding--Called if an offensive player who blocks with his hands away from his body or stop a player by some other method than a legal block.

Offside--Called if a player crosses the line of scrimmage before the ball has been snapped.

Official Football Signals*



BASKETBALL



Playing area: The playing surface is a hard, level court, most of which are made of wood. A sideline marks each side of the court, and an end line marks each end. A division line divides the court into halves. Two circles; the center circle and the restraining circle make the middle of the court. A free throw lane topped by a circle extends into the court from each line. A basket and net hangs above each end line. An arc extending from the end corners to the top of the free throw circle indicates the three point area.

Playing time: Varsity boy's basket ball games last 32 minutes. The game is divided into two 16 minutes halves by a 10 minute halftime. If the score of a game is tied when the time runs out, the teams play a 3 minute overtime period. Varsity girls and freshman boys basketball games last 28 minutes and freshman girls basketball last 24 minutes.

Clock: Time is started when a ball is thrown in bounds and a player touches the ball or when the official indicates the clock to be started. During a game, the clock is stopped when (1) an official indicates that a player has broken a rule, (2) a player is injured, (3) an official needs extra time to get the ball back into play, or (4) a team asks for a time out. There are 3 time outs allowed during each half of the game.

Teams: A basketball team has five players who play both offense and defense. The team with the ball is the offense. The other team is the defense. The center, who is usually the tallest player on most teams, plays near the basket. Two forwards play near the corners of the court. Two guards play towards the middle of the court, outside of the free-throw circle. On offense, all players work to score with the ball. On defense, all players try to prevent their opponents from scoring.

Scoring: There are two ways to score. A field goal is made by shooting a basketball during regular play. A field goal from inside the arc line counts for 2 points. A field goal from outside the lines counts for 3 points. Any player may score a field goal, from anywhere on the court. A free throw, or foul shot, counts for 1 point. The offense gets to take the ball out of bounds for the first four fouls committed by the defense. On the fifth and subsequent fouls, at least one free throw may be awarded to the player who was fouled. The fouled player shoots from behind the free throw line in the free throw circle. He/she has 10 seconds to shoot. No other player may enter the free throw lane or circle until the ball leaves the shooter's hands.

Play: A basketball game starts with all players near the middle of the court for a jump ball. The referee tosses the ball into the air above the centers, who jump up and try to tap the ball to one of their teammates. After a team gets control of the ball, the players move it toward their basket and try to score. The player who has the ball may advance it by (1) dribbling it along the floor with one hand, (2) passing it to a teammate, or (3) shooting it at the basket. When a player misses the basket while shooting, both teams try to rebound the ball. After a team scores, a member of the opposing team

throws the ball into the court to a teammate.

Fouls: Both offense and defense may commit fouls. The most common type of foul is the personal foul. A personal foul occurs when a player holds, pushes, charges, or tips an opponent. During the first four team fouls, during a half, the opposing team takes the ball out of bounds. During the fifth and subsequent fouls, the fouled player receives a "one on one" free throw. If the player makes the first free throw, he/she gets to shoot one more. A player receives two free throws if he/she was in the act of shooting when fouled and his/her shot was unsuccessful. When an offense player commits a personal foul, his team loses possession of the ball. A player is automatically removed from the game after he/she has committed five fouls.

Technical foul: A technical foul may be called on a team for (1) delay of the game, (2) taking too many time outs, (3) having a player who entered or left the court illegally, or (4) unsportsmanship-like conduct on the part of a player, coach, or fan. When a team is charged with a technical foul, the opposing team receives one free throw and gets possession of the ball. If a technical is called on the coach then the team gets 2 free throws.

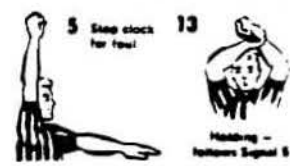
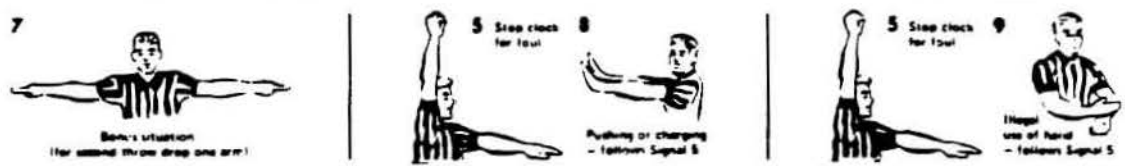
Violations: The offense commits most violations. Violations result in a team's losing possession of the ball or in a jump ball. A team loses the ball for such violations as traveling, double dribbling, causing the ball to go out of bounds, and taking too much time.

Traveling--Occurs when a player steps while holding the ball.

Double dribble--When a player bounces the ball with both hands at the same time or when he/she stops dribbling and then starts again.

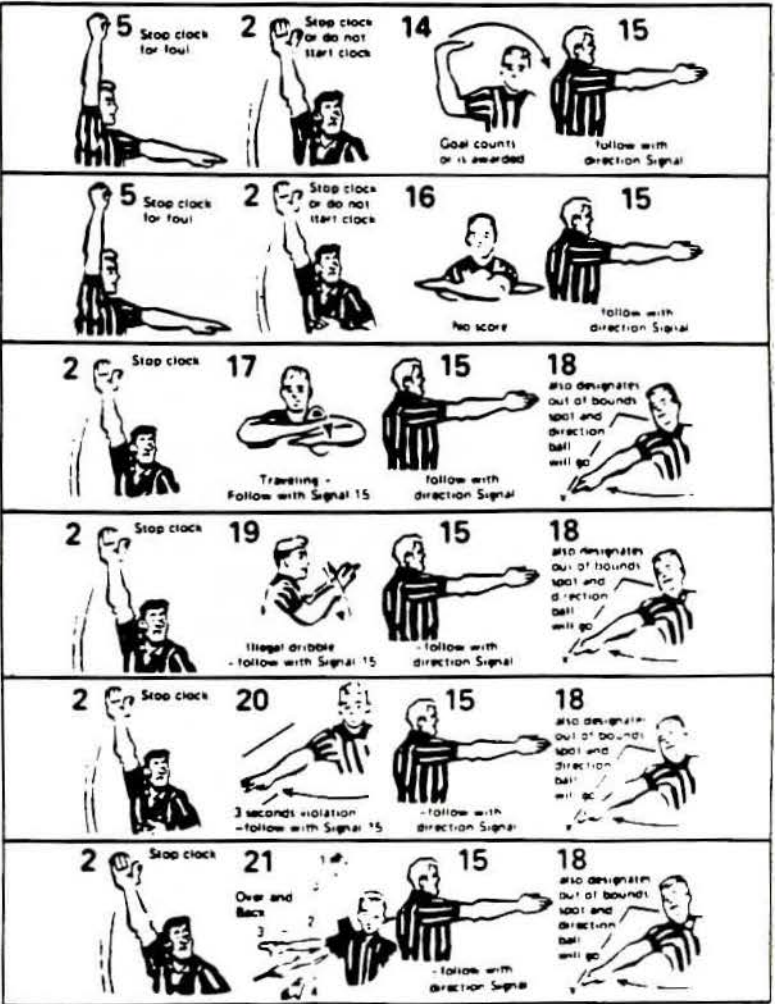
Ball out of bounds--When the ball or the person controlling the ball touches or crosses an end or sideline.

Time restrictions--(1) The 5 second rule for getting the ball into the court. (2) The 10 second rule for getting the ball across the center line. (3) The 10 second rule for shooting a free throw. (4) An offensive player cannot stand in the team's free throw lane more than 3 seconds without having the ball.



For free throw violation
Use Signals 2 and 18

For basket interference
Use Signals 16 or 14 and 6



Official Basketball Signals*

WRESTLING



Playing surface: In wrestling, the playing surface is a mat which is either circular or square. If it is square, it must be 30ft X 30ft square. In the center is a starting circle which is 10ft in diameter. Two starting lines within the circle are 2 ft. long and 1 inch wide and 12 inches apart. The starting lines indicate the position where wrestlers start the second and third periods.

Playing time: High school contests are 6 minutes long, divided into three 2 minute periods. The clock stops and starts when the official indicates.

Clock: The clock starts and stops when the official indicates. The clock is stopped when, (1) a player goes out of bounds, (2) a pin occurs, this also ends the match, (3) an injury. When a player is injured, he has a two minute injury time out. If he cannot continue after this time he defaults to his opponent. There is no time on a bleeding injury.

Official: There is one official in a wrestling match who is the referee. He controls all activity including the playing of the match, the wrestling team benches, the official table, and indicates when to stop and start the clock.

Play: The opening ceremony begins the match. The teams line up and are introduced to the crowd as each team member comes to the center of the mat to shake hands with his opponent. The captain flips a coin to determine which team will get the odd or even matches for choice of player position. The match usually begins with the opponents standing on either side of the starting circle on two strips which are painted onto the circle. The wrestlers shake hands and step back, one foot on the strip and one inside the circle. The referee blows the whistle to start the clock. The second and third periods begin by one player taking the top, neutral or bottom referee's position. The player could defer his choice. In referee's position, the bottom man is on his hands and knees, while the top man places his arm around the opponent's waist, hand over the navel, with the other hand on the elbow, and his near side knee must be down on the mat. For the man on defense (on bottom) the object is to gain a reversal or escape. For the man on offense (on top), the object is to gain a near fall or pin.

Scoring: There is team and individual scoring in wrestling.

The following are methods of team scoring:

FALL OR PIN	6 PTS	
TECHNICAL FALL	5 PTS	When the individual scores 15 points more than the opponent.
MAJOR DECISION	4 PTS	When the individual scores 8-14 points more than the opponent.
DECISION	3 PTS	When the individual scores 1-7 points more than the opponent

DRAW	2 PTS	Timed score
FORFEIT	6 PTS	Caused by the opponent not making weight or failing to show
DEFAULT	6 PTS	
DISQUALIFICATION	6 PTS	

Individual match scoring is gained by the following:

TAKE DOWN	2 PTS	When the wrestler takes his opponent to the mat with control of him
REVERSAL	2 PTS	When the wrestler gains advantage when he has previously been controlled
ESCAPE	1 PT	When the wrestler breaks control of his opponent and gains a neutral position
NEAR FALL	2 PTS	Must momentarily stop the opponent's shoulder within a 45 degree angle of the mat, with one shoulder touching the mat
NEAR FALL-45	3 PTS	If the shoulder is with in 45 degree angle for more than 5 seconds
PENALTY	1 or 2 PTS	Awarded for infraction involving conduct of the match. 1 point is awarded the first two times and on the third time, 2 points are awarded. The fourth time, the offender is disqualified.

*When a fall (pin) occurs, no matter who is winning by points, the wrestler who gains the fall wins the match. A fall is two full seconds with the opponents shoulder on the mat.

Sudden Death: In the event of a tie, a 2-minute period is wrestled. The first wrestler to score a point wins. If the tie is not broken after Sudden Death, a coin is flipped and the winner of the toss chooses top or bottom for a 30 second period. The first point or if the top man rides the bottom for all 30 seconds--he wins.

WEIGHT CLASSIFICATIONS

103 lbs.

145 lbs.

112 lbs.

152 lbs.

119 lbs.

160 lbs.

125 lbs.

171 lbs.

130 lbs.

189 lbs.

135 lbs.

Heavy Weight

140 lbs.

STUDENT INFORMATION

STUDENT

NAME _____ GRADE _____

ADDRESS _____

PARENT

NAMES _____

HOME

PHONE# _____

EMERGENCY CONTACT

PERSON AND PHONE#

PHYSICIAN'S

NAME _____ PHONE# _____

**IS THE ABOVE NAMED STUDENT COVERED BY
INSURANCE?**

YES _____ NO _____

DISTRICT ACTIVITIES PERMISSION FORM

NAME _____ GRADE _____

BIRTHDATE _____
Month Day Year

This application to participate in interscholastic athletics at _____ High School is voluntary on my part and is made with the understanding that I am eligible under the following rules set for the MSHSAA and the additional rules set forth by the _____ School District.

STATE GUIDELINES

1. You must be a creditable school citizen.
2. You cannot be 19 years old before July 1 preceding opening of school.
3. You cannot have graduated from a four year high school.
4. You cannot have attended eight semesters of high school.
5. You cannot have competed in four seasons of a particular sport.
6. You must have attended school the first 11 days of the semester that you are participating in.
7. You cannot have played under a false name.
8. You cannot commit an unsportsmanlike act.

SCHOOL DISTRICT ELIGIBILITY STANDARDS

1. You must be enrolled in courses offering 2.5 units of credit.
2. You must have earned 2.5 units of credit the preceding semester.
3. You must maintain a minimum 1.5 current G.P.A.
4. You must attend all practices and contests unless excused by the coach.
5. You must not be a smoker, user of alcoholic beverages or drug user. Violations are automatic team suspension pending a hearing.
6. You must not wear school equipment at any time except while participating in practice or school contest.
7. You must make yourself familiar with the training rules and the requirement for lettering for the activity you are participating in.
8. I understand that once I have attended one practice in a sport I cannot go out for another sport until the first sport is over.
9. You must have no outstanding fines (academic materials or athletic equipment).
10. You must attend school the entire day of the game and must attend school on Friday to play on Saturday, unless approval is granted by the Principal or Athletic Director.
11. You must have satisfactorily passed a physical examination.
12. Any student who falsifies physical or required participation forms is subject to suspension or removal from that team or group by the Activities Director and/or Principal.

I UNDERSTAND THAT VIOLATION OF ANY OF THE ABOVE RULES IS GROUNDS FOR DISMISSAL FROM THE TEAM.

ATHLETE'S SIGNATURE DATE

PARENT SIGNATURE DATE

PARENT PERMISSION FORM

Student

We hereby give our consent for the above student to represent his/her school in interscholastic activities. We also give our consent for him/her to accompany the team/group on trips and will not hold the school responsible in case of accident or injury whether it be in route to or from another school or during practice or an interscholastic contest/event, and we hereby agree to hold the school district of which this school is a part, its employees, agents, representatives, coaches and volunteers harmless from any and all liability, actions, causes of action, debts, claims or demands of every kind and nature whatsoever which may arise by or in connection with participation by my child in any activities related to the interscholastic program of his/her school.

If we cannot be reached and in the event of an emergency, we also give consent for the school to obtain through a physician or hospital of its choice, such medical care as is reasonably necessary for the welfare of the student, if he/she is injured in the course of school athletic activities. We understand that the school may not provide transportation to all events, and permit/do not permit (circle one) my child to drive his/her vehicle in such a case.

The M.S.H.S.A.A. By-Laws provide that a student shall not be permitted to practice or compete for a school until it has verification that he/she has basic athletic insurance coverage. Our son/daughter is covered by basic accident insurance for the current school year.

Parent Signature

Date

INSURANCE FORM

Dear Parent:

It is necessary for all student athletes to have insurance coverage before participating in athletic practice or competition. Please indicate in the spaces below the appropriate information. Thank You.

Athletic Director

[] I do not wish to purchase insurance. I have insurance to cover the student.

[] I wish to purchase insurance. I will get an application form the Activities Director and will not practice or compete until I have purchased coverage.

Student Signature Date

Parent Signature Date

PERMISSION SLIP

In order to participate in the cheerleader clinic and tryout process, the cheerleader manual must be read and the information page must be filled out and returned to

_____ on the first day of the clinic.

Candidates will not be allowed to participate in the clinic until the permission slip and physical form is turned in.

I HAVE READ AND UNDERSTAND THE CHEERLEADING MANUAL PERTAINING TO THE _____ SCHOOL DISTRICT.

I UNDERSTAND AND COMMIT TO THE RESPONSIBILITIES OF CHEERLEADING AND KNOW THAT IT REQUIRES APPROXIMATELY 20 HOURS OF TIME PER WEEK.

I REALIZE THAT THE FEES FOR CHEERLEADING (UNIFORM ITEMS, CAMP, AND OTHER MISCELLANEOUS EXPENSES AS INDICATED IN THE MANUAL) WILL BE MY RESPONSIBILITY AND MAY EXCEED \$425.00.

I KNOW THAT IF I AM SELECTED TO BE A _____ CHEERLEADER, THAT THE FIRST PAYMENT OF \$150.00 WILL BE DUE AT THE PARENT MEETING ON _____. THIS WILL COVER CAMP FEES. THE BALANCE WILL BE DUE UPON RECEIPT OF MERCHANDISE.

I give my son/daughter permission to participate in the cheerleading clinic and tryout for the cheerleading squad.

Student Signature

Date

Parent Signature

Date

Chapter 5

DISCUSSION

DISCUSSION

The results of this project have been a working project since May of 1990. Beginning upon the day I accepted my first *real* job. Faced with the challenge of an unknown task and surviving to tell about it four years later.

In writing this culminating project I feel as if I have successfully ended what I had begun--a cheerleading program that had no direction, now has a completely thorough and documented existence in the Francis Howell School District. That is, until the year I retire my position, which, by the way, was this year. I can only suggest that those following in my footsteps continue with the example and high standards that I have brought forth.

I chose this topic for my culminating project through a need in my career and life: the need to be organized and consistent with the responsibilities that were bestowed upon me. Cheerleading became my life, my every thought, and my every bed turning nightmare! The nightmare was the unknown. I had to come to grips with the entire world of

cheerleading.

From the first day when I met my first squad of cheerleaders, I knew somehow I would make it through the year. What I had to learn along the way was immeasurable and yet through many questions, experiences and many tears, it all fell into place. The tears came with the mistakes I made. Not knowing a particular procedure, finding out schedules after the fact, missing transportation deadlines, handling misguided parents, confusion of policy, fights among friends, trying to be a friend, and countless other unmentionables. I hated that the only words I knew were "I don't know."

I started writing every thing that happened daily on a calendar that was glued to my arm and uttering the words, "Next year, it'll be different."

With every note I documented my job became clearer. After a complete year of 'on the job training' I started knowing how I wanted to run my program.

Though three years passed with out this particular document that I produced for the culminating project, I had a handle on what it was to be a cheerleader coach/sponsor.

The research part of this project made me dig even further into what I had thought I had already known. To my surprise there were many facts and procedures that were found to be very important and certainly justifiable. The most successful research for this project was just talking to the cheerleaders I had coached. They told me the things they liked and disliked about the cheerleading program before I was their coach and presently as their coach. The most consistent comments were of discipline and procedures of continually following through with each proposed outcome. They liked the rules and wanted them to be enforced. When cheerleaders were not properly reprimanded according to the guidelines, they became frustrated that the constitution was not being followed consistently. Yet, when the occurrence involved themselves, then it was alright to bend the rules. This is common with adolescents in any situation.

Overall the cheerleaders liked being informed of what was expected of them and needed to be accounted for it. The Cheerleading Handbook became their tool of knowledge and performance. There seemed to be no gray areas with such a

detailed plan.

I have shared the cheerleading document with coaches/sponsors from other school districts. Some have even adopted the philosophies and procedures into their own district's cheerleading program. Coaches from Fort Zumwalt North High School in O'Fallon, Missouri, have particularly liked the tryout procedures because of the detailed and clearly stated evaluation techniques. They are now able to have a frame of reference when conducting their cheerleading tryouts. There is less confusion of what is expected of the candidates and the results of the tryouts can clearly be tabulated and selected.

An additional reader, Jerry Burbes, Assistant to the Superintendent for Student Services, for the Francis Howell School District, responded with comments of excellence. Within the document, Jerry Burbes made reference to areas that he thought were importantly noted. He felt the section on fund raising was especially note worthy, due to the fact that he handles all of the athletic programs' funding. He knows that there is little or no money budgeted for cheerleading and the

procedures to obtain monies must be followed precisely and legally.

Jerry Burbes is also the parent of a cheerleader on the Junior Varsity squad. He feels that as a parent the handbook is a clear communication tool between the coach and parents. Before the student has the parents' permission to even tryout for cheerleading, the parent must read and sign in agreement the rules and guidelines for which the acting cheerleaders are to be held responsible.

Mr. Burbes also speaks from the point of view of an athletic director, as he was for fifteen years. He knows that with a strong and well documented program, it is easier to support the coach and how the program is run. Parents have little to argue about when information is provided up front before their child even gets involved.

The areas that could be expand upon in the Cheerleading Handbook would be those of competition, scheduling, camp, and award banquets.

Competition

There are many experts in the field of cheerleading that do not agree with cheerleading as a competition. The present athletic director for Francis Howell High School, Roger Hodapp, feels that cheerleading is a service for and about the school community. He believes that cheerleaders are components of athletic contests, though spirit providing sources only.

During the 1991-92 school year, I took my varsity squad to the St. Louis regional competition at Parkway South High School. This was one of those 'tearful' learning experiences. The squad had been practicing everyday for three months. I called to verify our registration, only to find out that it was too late. My dates and their dates did not coincide. Frantically I begged and pleaded to let us compete. The woman in charge, on the other end of the phone, replied, "Well, alright, but you cannot take first place. The trophies have already been ordered." Puzzled, I agreed knowing that without this competition we would not qualify for the state competition that was to be held in Columbia, Missouri a month later. I didn't tell anyone of the conversation I had on the phone that day. I kept

smiling and assured my squad that they were the very best and would be Regional Champs that year.

We arrived at Parkway South High School that morning already one place out of first, but to my surprise, the judges did not go along with the directors plan and Francis Howell took home the St. Louis Regional Championship Trophy. Tears of relief and joy filled my eyes.

One month later, at the State Championships, we took second to the team that was suppose to take first at regionals. The comment was made by an unknown coach, "I told you that you couldn't be first..."

Chalk one more thing up to experience. Through the *planned* outcomes of the Regional and State competitions, I knew that true competition did not exist in our state. The director and President of the State Cheerleading Competition Board was the coach of the first place recipients at the State Championships.

Once Roger Hodapp heard that story he and I knew it would be the end of Francis Howell's road to competition.

Scheduling

Scheduling is an art form. It must be done with extreme organization and follow through. Each sport has three levels of players-Varsity, Junior Varsity, and Freshman. Cheerleaders have to be at all levels of events. Three different schedules have to be made for each season. During basketball and wrestling seasons, each squad is divided into two separate squads, thus creating a need for six different schedules. An example of how this was and could be done could be added to help a new coach/sponsor develop their own techniques for scheduling. The reason I did not include it in the original draft is because in some districts it is done for the coaches. The calendars should be helpful for planning and additional scheduling if needed.

Camp

I could go on and on about what happens at camp, but I think every coach should experience it first hand. It is the key to a successful season. This is where all the friendships strengthen and teamwork begins. Just try to not have fun at

camp. I strongly recommend an ICF camp. They are the most experienced and professional cheerleading organization.

Awards Banquets

Award banquets are given at the end of the season to celebrate the great moments through out the season. I strongly recommend a banquet to top off all the hard work of the regular season. This can be done at school facilities or as we did at a public restaurant. I invited all the cheerleaders and their parents with written invitations. Dinner was served from a prearranged menu that was discussed with the restaurant owner weeks ahead of time. The cheerleaders had to pay four dollars and their parents could order off the menu and pay for what they ordered. The awards that were given out are listed in the handbook. What is not mentioned in the handbook is the emotional speech that is made by the sponsor and how there is never a dry eye in the house. Definitely a highlight of the year. Do not come hungry, you'll get too rapped up in the moment to eat.

As I write the last words of this chapter in my life, I reflect upon all the good memories, cherished friendships, and lessons I have learned along the way. This project is the result of every breath I took for the last four years. Years I cussed about, cried about, and screamed about, years I'd never trade away.

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