

“More than Pom Pons and Pyramids”

A Coach’s Guide to a Quality CheerLeadership Program

- Written by a group of experienced cheer coaches and CheerLeadership staff members, “More than Pom Pons and Pyramids” offer ideas and plans in the areas of...

*Cheerleadership
Basics*

Squad Organization

Skill Development

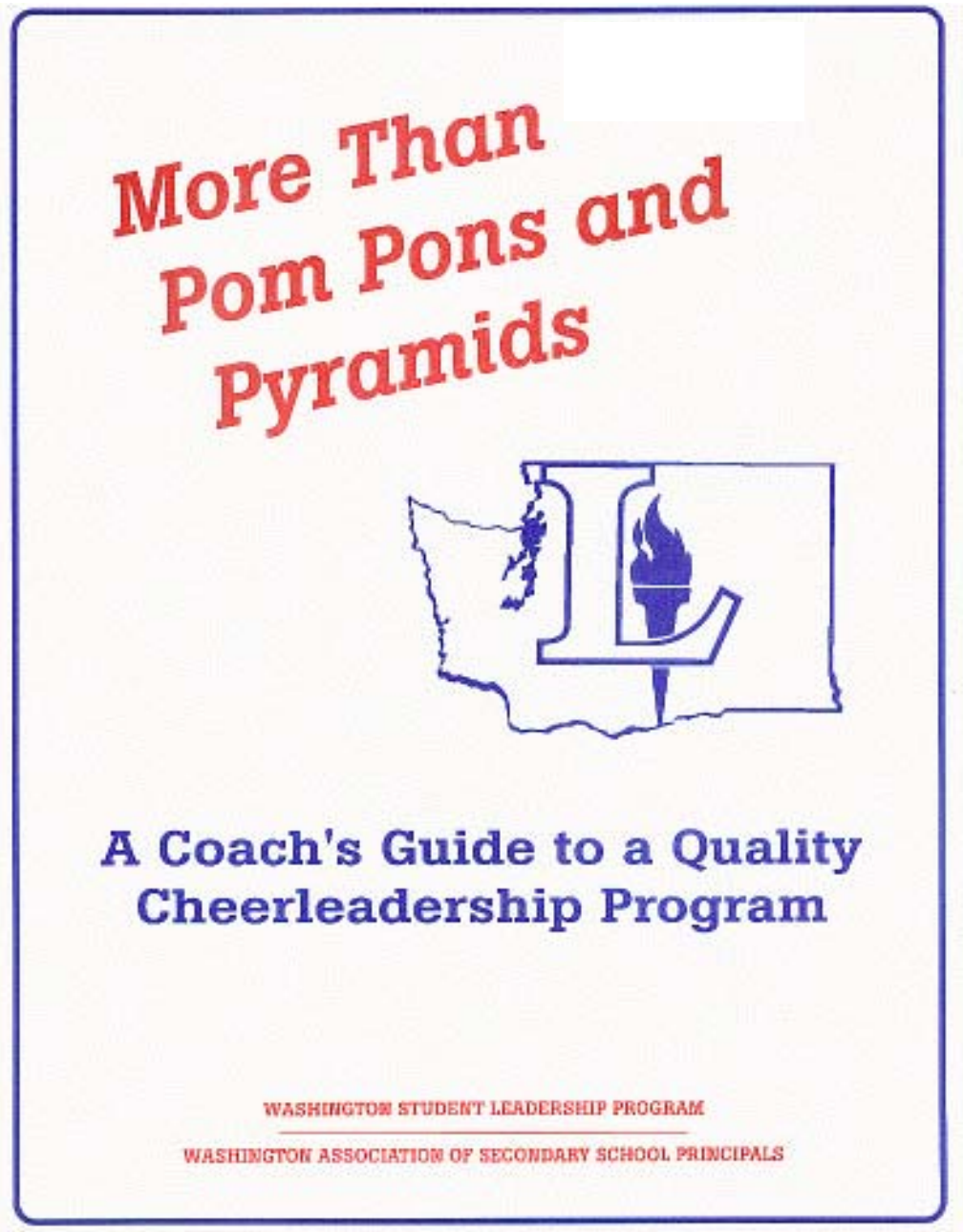
Spirit Building

Team Building

and Fundraising.

- “More than Pom Pons and Pyramids” is an essential guide for schools looking to build a quality program where **Cheerleaders serve as Leaders** within their school.

- Over 150 pages of quality material.



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Why Cheerleadership?

Since 1960, the secondary school principals in Washington State have sponsored cheerleading programs. In the early days, the summer camp experiences we provided were the only training grounds available to develop cheer squads. Today, many cheer companies offer cheer camp programs and publications in our state. With other groups so readily available, why do we keep doing it? The answer lies best in the word, ***Cheerleadership***. What does it take to lead a crowd? To create positive sportsmanship? To perform quality routines to a crowd that respects the role of the cheerleaders? It is the blend of athletics, interpersonal relations and large group leadership. Today, it could be the most difficult leadership position a high school student could assume.

Who will lead this group of leaders? What background and skills will they bring to develop a solid, educationally sound, co-curricular cheerleading program? What resources are available to guide their journey? Publications exist that focus on the technical aspects of cheerleading such as how to spot a student or do a triple-base straddle lift. Few publications exist for developing a complete cheerleadership program. Designed for coaches, ***More than Pom Pons and Pyramids*** is that resource.

In May of 1996, sixteen cheer coaches, camp directors, and teachers joined at the Cispus Learning Center for a weekend of writing. In student leadership programs we often discuss *product vs. process*. The *product* being what is seen by others, for example, the cheer, the assembly, or in this case the publication. The *process* being the behind the scenes efforts, the group work, *the life-long skill of leadership*. After three days our team left with a sense of accomplishment—both in product and process. We bring to you this guide, which contains the best material we know. It was accomplished through true collaboration.

In addition to the writing team, a special thank-you goes to those who contributed to this book without knowing it. An adaptation of a lesson you presented at a conference or something you taught during camp one summer may be here. Through the years, it's hard to remember where these ideas originated. Again, thank you for your contributions. Take pride in knowing that a version of your creation is helping another cheer coach develop a quality program in their school.

The job you do, the role model you provide, and the leadership training you offer impacts not only the cheerleaders you work with but the entire school population. Best wishes as you go beyond ***Pom Pons and Pyramids!***

Susan Fortin
Project Coordinator/Editor

"More than Pom Poms and Pyramids"

A Coach's Guide to a Quality CheerLeadership Program

Written by a group of experienced cheer advisers and coaches.
A comprehensive publication containing over 150 pages of quality material.
Sample topics in the following sections include:

Getting Started

Developing a Philosophy
Operate Efficiently, Effectively and Legally
Planning for a Successful Season

Organization and Management

Code of Conduct
Squad Leadership
Practice Plans

Team Building

Communication Strategies
Conflict Management & Resolution
Squad Unity Ideas

Skill Development

Conditioning and Assessment
Warm Ups

In Front of the Crowd

Knowing When to Cheer
Lead the Crowd
Super Signs

Spirit Building

Defining School Spirit
School Spirit Builders
Assembly Involvement Ideas

Fundraising

Budget Planning
Fundraising Guidelines and Policies



GOALS AND OBJECTIVES

Washington Student Leadership

Washington Student Leadership is a program of the Washington School Principals Education Foundation

Students involved in programs of Washington Student Leadership will have the opportunity to increase their understanding and/or effectiveness in the following processes:

A. COMMUNICATION SKILLS

Students will have the opportunity to:

1. Improve speaking skills in small or large groups.
2. Improve listening skills in small or large groups.
3. Improve group skills necessary to get others to listen.
4. Increase poise while working in groups.
5. Increase awareness of the importance of public relations.

B. GROUP PROCESSES

Students will have the opportunity to:

1. Increase their awareness and effectiveness in group processes and skills as they apply to various situations.
2. Increase their understanding of different leadership styles as they apply to various situations.
3. Increase their understanding of the concepts of conflict resolution.
4. Increase their ability to apply effective motivation and involvement techniques.
5. Increase their understanding of appropriate group decision-making processes.
6. Increase their understanding of effective goal setting.
7. Increase their understanding of the importance of identifying and utilizing available resources.
8. Increase their understanding of the concepts of group dynamics.
9. Increase their understanding of appropriate evaluation and/or debriefing techniques.

C. MANAGERIAL SKILLS

Students will have the opportunity to gain an understanding of:

1. The essential elements necessary in planning, conducting and evaluating meetings, skits, assemblies, fund-raisers, and other projects.
2. Various problem-solving techniques.
3. The value of delegation of authority, involvement techniques, and methods of motivation.
4. The principle of chain of command.
5. Time management, task analysis, and pre and post time lining.
6. Respect for established procedures, legal parameters, and financial and budgetary management.
7. Various goal setting and prioritization techniques.
8. Position functions.

D. SELF-AWARENESS

Students will have the opportunity to:

1. Increase their self-esteem and self-concept through an increased understanding and awareness of self.
2. Increase their understanding of self through self-inventory, values clarification, goal setting and evaluating experiences.
3. Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management.
4. Increase their self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise.

E. HUMAN RELATIONS SKILLS

Students have the opportunity to:

1. Increase their understanding of the values of positive reinforcement, trust, and honest communication.
2. Increase their awareness of social, cultural, ethnic and racial diversity, and develop strategies to promote respect and acceptance of diversity.
3. Increase their understanding of techniques used to develop positive school and community climates.
4. Increase their understanding of the lonely/alienated students and ways to increase their sense of belonging.
5. Increasing their awareness of good sportsmanship and the ways it can be generated.
6. Increase their awareness of sexism and sexual equality in leadership.