

**Series Name: Ready, Set, Cheer!**  
**Cheerleading Tryouts and Competition**

**Introduction** *Cheerleading Tryouts and Competition* guides young people through the challenges and high emotion of cheerleading tryouts and competitions.

**National Standards**

This series supports health and physical education curriculums. Go to [www.enslowclassroom.com](http://www.enslowclassroom.com) and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

**Classroom Activities**

Activities for teaching the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts can be found in this teacher's guide.

**Guided Reading Level: M**

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## **Cheerleading Tryouts and Competition Teacher's Guide**

*Cheerleading Tryouts and Competition* offers advice on how to prepare both physically and mentally for tryouts and competition. This book helps students decide on a type of cheerleading team. Students also find out about different types of cheerleading camps.

*Cheerleader Tryouts and Competition* is both a practical guide to handling these stressful experiences, as well as a source of added information about the sport of cheerleading. This book provides a look at what is involved in competing on a recreational or competitive team. The book also can serve as a reference to help students quickly pinpoint specific information on cheerleading topics. Throughout the book, colorful photos illustrate cheerleading teams in action and the high and lows of competing. These photos can help students picture themselves and their own team in competition. Captions may focus attention the reader's attention on one aspect of the photo or can add general information about the topic being discussed.

Be sure to guide students to use the many helpful text features in the book. These include: self-evaluation quizzes; evaluation forms used by judges for judging teams; safety reminders and tips for tryouts; encouraging thoughts and sayings encircled in stars; list of appropriate gear for sleepaway cheerleaders' camp a sample camp schedule; and instructions for making pom-pom flip-flops.

The book's informal quizzes help students evaluate their goals and what they hope to gain from their cheerleading experiences. Students may choose to be on a recreational cheerleading squad or a competitive squad. Some students may want to create a pro- and con- chart to evaluate the information on pages 6–9 of *Cheerleading Tryouts and Competitions*. This may help them decide which type of squad suits them best.

Students should plan months before a tryout. They need to attend a one-week clinic during that time and learn the routine they will perform during the tryout. “Cheerific´ Clinic Tips” help cheerleaders prepare. One tip is to participate in a mock tryout, if offered. From this experience, cheerleaders learn about their strengths and weaknesses and can fine-tune their skills. Students are encouraged to obtain the music that will be used during the tryout and to visualize their routine over and over as they listen to the music. Of course, students are reminded to show their spirit with smiles and an energetic performance.

Students can study what the judges will score. A sample score card shows judging on cheer motions, projection of voice, jumps, dance technique, showmanship (spirit, facial expression, energy), and appearance.

Good sportsmanship is important as students learn whether they made the team. If a student made the team, the student should not show off. If a student did not make the team, he or she should still congratulate others.

## Classroom Activities for the Five Curriculum Areas

### **SAFETY WARNING:**

Before any activity, make sure your students do not have any allergies to items that you might use. Never use anything which is sharp or may cut a student. Do not use anything too hot or cold which might injure any student. Always have an adult supervise all activities to ensure the safety of your students and provide an appropriate setting, such as a gym or outdoor space, for physical activities

### **Reading/Language Arts Activity:**

Have students write a fictional account of how a cheerleader handled her tryout. Did she keep her cool? Did an error occur in the performance or in the attitude she conveyed? Have students use what they have read about tryouts and perhaps experienced to create this fictional performance and outcome and the mental attitude of the performer before, during, and after the tryout.

### **Math Activity:**

If possible, have students use tryout forms from years past provided by the coach with student names deleted, and make a bar chart showing the number of different types of jumps, cheers, and tumbles attempted several years ago and attempted in the current routines. Invite students to share what the comparisons show.

### **Science Activity:**

Have students investigate the importance of keeping hydrated. How much water is required by a teen or adult each day? How much more water is required during various levels of rigorous sports and athletics? What are some additional factors that affect hydration? Have students share findings with the class.

### **Social Studies Activity:**

Students may check approved web sites and the library to see how cheerleading squads have changed in appearance over the last forty years. If possible, have students print out historic photos and work with others to create a bulletin board display. Have students label the photos, including the name of the team and the year in which the photo was taken.

### **Arts Activity:**

Students can make spirit shakers to help express spirit. Students cut a 3” tall segment from a cardboard paper towel tube. Then they cut about 12 strips of colored wrapping tissue, about 1-1/2” X 24. ” Students fold the strips in half, tuck the fold down into the tube and staple it. Students hold the tube upright and have the colored strips fall over their hands. For a fluffier shaker, students can staple in additional groups of 12 strips.

## Good Sportsmanship

Tell how you would show good sportsmanship in each of the following situations. The first one is done for you.

<b>Situation</b>	<b>Good Sportsmanship Reaction</b>
You worked for weeks to prepare for a tryout. But you were not chosen for the team. How do you react?	Thank the judges for any advice they offer. Do not criticize them or other cheerleaders who succeeded. Try again next time.
You worked for weeks to prepare for tryouts, and you <i>were</i> chosen for the team! How do you react?	
Based on your abilities, you were chosen for a special cheerleading outing and your friend was not. How do you handle this?	
Your team is losing and the other team's fans are making fun of your team. How do you react?	
You practiced your routine for weeks, but when you performed, you sprained your ankle and fell. How do you react?	