



CHEERCONDITIONING
ACADEMY



CHEER SESSION PLAN

Coach Name Sarah Clever Team Name Cheer Allstars Date 03/20/2018 Session CA3JR 6:30 pm

PREPARATION LIST

| | |
|------------------------|---|
| Scheduled Arrival Time | Coach 6:15pm - athletes 6:25pm |
| Track / Playlist | CA3JR 2018 mix conditioning playlist |
| Equipment | Sound system, battery pack, phone, lead |
| Choreo Notes | Formation sheets, count sheets |
| Uniform / Kit | Athletes wearing standard black training kit |
| Other | Work out counts for transitions between section A and B before session starts |

SET YOUR SESSION GOALS

| | GOAL | ACTIVITIES NEEDED |
|---|---|--|
| 1 | Teach opening section of the routine | Divide athletes into groups to learn sections before putting it together |
| 2 | Go over the jump section counts & clean | Drill timing of jump sequence making jumps well timing is correct |
| 3 | Improve execution of pyramid sequence | Drill pyramid sequence and focus on core, using legs, timing, energy |
| 4 | Work on team execution of standing BTS | BTS execution drill |
| 5 | | |

SESSION SCHEDULE

| TIME | ACTIVITY | AIM | FOCUS POINTS | | | | | | SCORE /10 |
|------|--|--|--------------|-----------|--------|--------|--------------|-------|--------------|
| | | | Energy | Technical | Timing | Memory | Conditioning | Skill | |
| 6:25 | Registration | | | | | | | | |
| 6:30 | Dynamic Warmup | Prepare body - present explosiveness | | X | X | | | | 7 |
| 6:35 | Repeat jump sequence minimum 10 times | Drill timing & placement | | X | X | X | | | 6 |
| 6:40 | Repeat full jump sequence 5 times (in lines) | Develop execution, present energy | X | X | X | | | X | 8 |
| 6:45 | Teach opening section in groups | Athletes learn all counts | | | X | X | | | 9 |
| 7:00 | Perform opening section with full group | Build full team opening | | X | X | X | | | 6 |
| 7:15 | B.R.E.A.K | | | | | | | | |
| 7:20 | Repeat opening & jump sequence x3 times | Reinforce what athletes learned | | X | X | X | X | | 9 |
| 7:25 | Leg conditioning track | Build strength & explosiveness in legs | X | | | | X | | 7 |
| 7:30 | Run pyramid sequence & drill x3 times | Focus on core, using legs, timing | X | X | X | | | X | 8 |
| 7:50 | B.R.E.A.K | | | | | | | | |
| 7:55 | BTS team line drill | Improve execution & team uniformity | | X | X | | X | X | 5 |
| 8:15 | Re-run opening and jump sequence | Work on performance energy | X | X | | | | | 8 |
| 8:25 | Flexibility / cool-down | Work on shoulder mobility & splits | | X | | | X | | 6 |

SESSION FEEDBACK

| GOAL | Successes | Keep Working On (write down actions) |
|------|---|---|
| 1 | Small groups learn well when coach looks @ groups | Listen to team leader when you learn in small groups, no chatting |
| 2 | Athletes perform well in individual lines | Hit each jump as if it were a solo doing how you do the sequence |
| 3 | Athletes respond well to verbal technical reminders | Shout BOUNCE on 18 and SQUEEZE on 56 shout CONTROL on dismount |
| 4 | Most of the team respond well to drilling | Individual athletes need 1-2-1 coaching on standing BTS (see sheet) |
| 5 | | |

Sample Cheer Lesson Plans

RJ Alexander

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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Lesson Planning for High School Physical Education MacDonald, Lynn Couturier, Doan, Robert, Chepko, Stevie, 2018 Lesson Planning for High School Physical Education offers more than 240 lesson plans that are standards based and ready to use These innovative plans are great for fostering physical literacy in your students The book also provides guidance on how to plan effective lessons that align with SHAPE America's National Standards and Grade Level Outcomes for K 12 Physical Education *Elementary Physical Education* Rovegno, Dianna Bandhauer, 2016-02-15 Includes an access code for online materials **Normal Instructor and Primary Plans**, 1926 ... **Select Notes on the International Sunday School Lessons** ... , 1903 *Education pamphlets*, 1920 **Teaching Jewish Virtues** Behrman House, Susan Freeman, 2005-06 Includes bibliographical references p 357 358 **Teaching Readers of English** John Hedgcock, Dana R. Ferris, 2009-09-10 A comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application activities **Popular Educator**, 1923 **Introduction to Teaching** Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2023-10-11 Grounded in the realities and complexities of today's schools Introduction to Teaching Making a Difference in Student Learning Fourth Edition is the ideal text for aspiring teachers Acclaimed authors Gene E Hall Linda F Quinn and Donna M Gollnick thoroughly prepare students to make a difference as teachers presenting first hand stories and evidence based practices while offering a student centered approach to learning From true to life challenges that teachers will face reduced funding low retention and changing standards to the inspiration and joy they will discover throughout their teaching careers this text paints a realistic picture of the real life of a teacher in a post pandemic era **Select Notes** Francis Nathan Peloubet, 1903 How special are early birds? Foreign language teaching and learning Kevin McManus, Monika S. Schmid, 2022-09-28 This volume honours the academic achievements and scholarship of Professor Florence Myles as a world leading scholar in the fields of Second Language Acquisition SLA and French Linguistics in particular for her work in corpus based SLA and language policy in primary school education In addition to reviews of the field e.g. primary languages policy in the UK the volume presents new research studies reflective of key theoretical and methodological issues in current SLA research including theory building corpus based investigations studies of language

development as well as informing teacher professional development through research Taken together this edited book provides a wide ranging and balanced account of Myles s work and speaks to her influence on SLA research and primary languages policy We invite readers to learn more about the fascinating research presented here as inspired by Florence s dedication to field

The Teacher's Handbook Anthony D. Fredericks, 2010-01-16 Good teaching is much more than a college degree and a collection of lesson plans This book is unique in that it focuses on the basic and essential elements of quality teaching It s designed specifically for teachers both novice and experienced looking for down to earth practical answers to their questions and concerns From the first day to assessment and from homework to classroom management this book has it all The Teacher s Handbook an all in one sourcebook of practical ideas and solutions provides simple convenient strategies for every classroom teacher A creative range of inside information is offered for teachers to dip into and savor for their professional and personal pursuits The Teacher s Handbook is organized for hungry teachers a veritable smorgasbord of possibilities to taste and test as part of a sumptuous professional feast

Goal Setting in the Writing Classroom Valerie Bolling, 2025-07-14 Goal setting is an integral part of life But when and how do we teach this important skill to students And how can we do so in ways that are engaging rewarding and nestled into our other priorities in the writing classroom In Goal Setting in the Writing Classroom Building Student Agency Independence and Success Valerie Bolling breathes new life into the work of goal setting with students Bolling guides teachers step by step through helping students set goals monitor progress revise and sometimes even abandon goals and celebrate their achievements along the way Moreover Bolling illustrates how teachers themselves can set their own goals so that they are learning alongside their students and serving as models for them Goal Setting in the Writing Classroom draws on Valerie Bolling s experiences as a teacher instructional coach and children s book author to offer relevant and engaging stories lessons strategies and graphic organizers to help all students become successful and independent goal setters and writers

Vocational and Trait Analysis of High School Teaching John William Diefendorf, 1926 Normal Instructor and Teachers World , 1928

International Sunday School Evangel , 1906 **Religious Education** , 1907 The Church School Journal , 1897

Rooted Jazz Dance Lindsay Guarino, Carlos R.A. Jones, Wendy Oliver, 2022-02-01 National Dance Education Organization Ruth Lovell Murray Book Award UNCG Susan W Stinson Book Award for Dance Education Strategies for recovering the Africanist roots of jazz dance in teaching and practice An African American art form jazz dance has an inaccurate historical narrative that often sets Euro American aesthetics and values at the inception of the jazz dance genealogy The roots were systemically erased and remain widely marginalized and untaught and the devaluation of its Africanist origins and lineage has largely gone unchallenged Decolonizing contemporary jazz dance practice this book examines the state of jazz dance theory pedagogy and choreography in the twenty first century recovering and affirming the lifeblood of jazz in Africanist aesthetics and Black American culture Rooted Jazz Dance brings together jazz dance scholars practitioners choreographers

and educators from across the United States and Canada with the goal of changing the course of practice in future generations Contributors delve into the Africanist elements within jazz dance and discuss the role of Whiteness including Eurocentric technique and ideology in marginalizing African American vernacular dance which has resulted in the prominence of Eurocentric jazz styles and the systemic erosion of the roots These chapters offer strategies for teaching rooted jazz dance examples for changing dance curricula and artist perspectives on choreographing and performing jazz Above all they emphasize the importance of centering Africanist and African American principles aesthetics and values Arguing that the history of jazz dance is closely tied to the history of racism in the United States these essays challenge a century of misappropriation and lean into difficult conversations of reparations for jazz dance This volume overcomes a major roadblock to racial justice in the dance field by amplifying the people and culture responsible for the jazz language Contributors LaTasha Barnes Lindsay Guarino Natasha Powell Carlos R A Jones Rubim de Toledo Kim Fuller Wendy Oliver Joanne Baker Karen Clemente Vicki Adams Willis Julie Kerr Berry Pat Taylor Cory Bowles Melanie George Paula J Peters Patricia Cohen Brandi Coleman Kimberley Cooper Monique Marie Haley Jamie Freeman Cormack Adrienne Hawkins Karen Hubbard Lynnette Young Overby Jessie Metcalf McCullough E Moncell Durden Publication of this work made possible by a Sustaining the Humanities through the American Rescue Plan grant from the National Endowment for the Humanities

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