GETTING STARTED IN CURLING

A TEACHING GUIDE FOR INTRODUCING STUDENTS TO THE SPORT OF CURLING

YOUR FIRST END

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1. INTRODUCTION

This section will provide you with:

- A preliminary checklist for beginning your program.
- Job descriptions for volunteers within your program.
- Tips for finding volunteers.
- Tips for keeping volunteers.

RECOMMENDED TIMELINES:
Sections 1, 2, 3 and 4 are designed to help you understand the game and your role in the program. We recommend a self-orientation period of 2-3 hours.

DVD *REFERENCE RESOURCE:*
- Getting Started in Curling Instructional DVD: Teacher Overview

FUN, FITNESS AND FUNDAMENTALS

Young people curl for many reasons. They enjoy learning new skills and testing these skills against others. They like the challenge and excitement. Winning is not nearly as important as the simple pleasure kids get from being active, being with friends, and being part of a team!

Your approach to curling leadership should reflect these desires. You're on the right track if you concentrate on fun, fitness and fundamentals.

- Fun – Make it a great experience for the whole family – for participants, instructors, officials and fans!
- Fitness – Aim for active participation from every player. This will contribute to the mental and physical development of all participants.
- Fundamentals – Focus on the basics. As players develop their skills, their enjoyment of the sport will grow.

Getting Started in Curling is a multifaceted 'introduction to curling' program, offering a wide variety of resources to assist instructors/teachers and program organizers in getting young people involved in the sport. The program has been designed for curling clubs, schools and community groups.

Whether you plan to teach curling as part of your physical education program, or you are running your own school leagues and bonspiels, Getting Started in Curling; A Teaching Guide for Introducing Students to the Sport of Curling provides a brief introduction to the basics of the sport.

YOUR ROLE IN THE PROGRAM

When working with your curlers, you should remember that not only are you a teacher, you are also a leader and a counsellor.

As a teacher, you:

- Provide simple teaching points to help your students learn to curl.
- Encourage skill development through games and other activities.
- Provide lots of activity to help contribute to an active lifestyle.

As a leader, you:

- Set goals that are challenging but realistic.
- Offer encouragement and support to help your student curlers be the best that they can be.
- Instil the importance of being a "good sport" and playing fair.

As a counsellor, you:

- Listen to your student curlers' concerns and deal with them as best you can, always being supportive.
- Make the sport positive and fun.

When you coach young people, the results are real and immediate. You share in the small victories as they develop skills. You feel it in their energy and enthusiasm. You see it in their smiles. But the results of being a curling instructor are also subtle and long-term. Through curling, you will help these youngsters grow and develop as individuals. The athletic skills they learn from you may only be used for a few years, but the attitudes they develop toward themselves and others will last a lifetime. These rewarding benefits do not come without effort. There is a clear time commitment involved in being an instructor – for planning, practices and games. And there is a real responsibility as you enter the lives of young people.

Nonetheless, the effort is worth it. Ask long-time instructors and coaches about their involvement in curling, and they will tell you that they have gained more from it than they ever gave up.

Although this Guide won't give you all the answers, it will get you off to a good start. To further develop your skills as an instructor coach, you are encouraged to consult other coaching references and to take part in the National Coaching Certification Program courses. Information on these courses can be found in the "Additional Resources" section of this Guide.

PROGRAM OUTCOMES

At the completion of the *Getting Started in Curling* program, students should know:

- Basic terminology, rules and etiquette of curling
- Game procedures and scoring
- Warm-up procedures before a game
- Basic curling delivery
- Basic brushing techniques

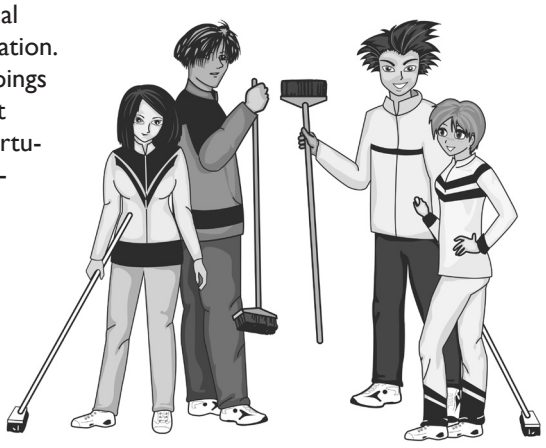
KEEP IT ALL IN PERSPECTIVE

Curling is a game worth playing, but it must be kept in perspective. You should encourage your players to participate in a variety of sports and to take part in other activities like music, drama, and art. These organized activities all have their place in the life of a student. Informal play without supervision is also important. Young people should simply "get out and play" every opportunity that they get. One thing's for sure: curling is a great source of physical fitness and fun.

THE SPORT OF CURLING – FOR ONE AND ALL

Curling is for everyone. It's for girls and boys, for teenagers and young adults, for men and women, for every age group and all skill levels and abilities.

Some teenage boys and girls have similar skills, abilities and physical traits, while others may vary greatly in height, weight and coordination. The sport of curling allows for these differences, and mixed groupings are a natural way to organize participants, which also ensures that everyone has an equal opportunity to participate. But equal opportunity is about more than just gender. Many youngsters with disabilities also want to play sports. Additional resources are available to help instruct athletes with disabilities. Inclusion of all students is important in any sport. As an instructor, you play a critical role in encouraging this.



The Canadian Curling Association advocates sport that is discrimination- and harassment-free. Sports for one and all is the only way to play!

2. GETTTING YOUR PROGRAM STARTED

This section will provide you with:

- A preliminary checklist for beginning your program.
- Job descriptions for volunteers within your program.
- Tips for finding volunteers.
- Tips for keeping volunteers.

RECOMMENDED TIMELINES:
Sections 1, 2, 3 and 4 are designed to help you understand the game and your role in the program. We recommend a self-orientation period of 2-3 hours.

PRELIMINARY CHECKLIST

Some teachers may be curlers themselves and choose to teach the entire program (including the on-ice portion). However, many teachers will choose to guide their students through the classroom and gymnasium sections of the program, then rely on local curling club volunteers to help with the on-ice instruction. Most provincial associations will be able to put you in touch with a local curling club who will then assist you with your school curling program.

Before you begin your program, you should discuss the following details with your club contact:

- Age range of the student curler
- Level of play (beginner, intermediate, etc.)
- Length of the program
- Number of sessions scheduled
- Location(s) and length of practices and games
- Bonspiels, competitions, or travel involved
- Equipment required by the players
- Equipment provided by the club
- Equipment you will need as an instructor
- Insurance/liability considerations
- Costs to curler and/or school
- Any special rules for the club and your league/program
- Any additional information for first-time instructors (program philosophy, coaching clinic opportunities, etc).

ROLES WITHIN YOUR PROGRAM

In some cases, the teacher may be responsible for all program activities. This role will be easier and more enjoyable if others are recruited to help out. Friends, acquaintances, and parents or guardians of the curlers can be called upon to serve as assistant instructors and coordinators. The suggested ratio of instructor: student is 1:8. Here are some suggested roles and responsibilities for these positions.

Head Instructor

- Act as a resource for the school teacher throughout classroom/gym sessions, if necessary.
- Develop practice plans and review with all assistant instructors.
- Teach on-ice lesson plans.
- Ensure a safety check of the facility before each session.
- Develop league/game schedules.

Assistant Instructor/Helper

- Review practice plans with head instructor before each session.
- Assist head instructor in practices and games.
- Assist in teaching skills to players.
- Do a safety check of the facility before each session.
- Lead or assist warm-up exercises.
- Assist in the care and maintenance of players' equipment.
- Maintain the first-aid kit.

Coordinator

- Work out details with facility managers and/or operators to ensure ice availability, etc.
- Look after equipment.
- Distribute practice and game schedules.
- Make any necessary telephone calls to curlers and parents.
- Take responsibility for league/program funds.

TIPS FOR FINDING VOLUNTEERS

- Ask your club manager or president for names of people who may be interested in assisting you.
- Spread the word to neighbours and friends. Can they help? Or can they suggest others who enjoy being with children and have a background in curling?
- Talk to parents of your curlers to solicit their involvement.
- Post an advertisement on the curling club's website.
- Check with the club's senior/day leagues, since these curlers are often available during school hours and enjoy helping out.

TIPS FOR KEEPING VOLUNTEERS

Once you've found volunteers, it is important to keep them motivated, interested and involved. Here are some ways to do this:

- Involve them in planning and ask for their input whenever possible.
- Have them take part in activities that they will find enjoyable and satisfying.
- Acknowledge them for their contributions (i.e. organize volunteer recognition functions).
- Ask the club president or school principal to write thank-you letters to all volunteers.
- Have the students write thank-you letters to all volunteers and to the club organizers/owner.

3. SAFETY

This section will:

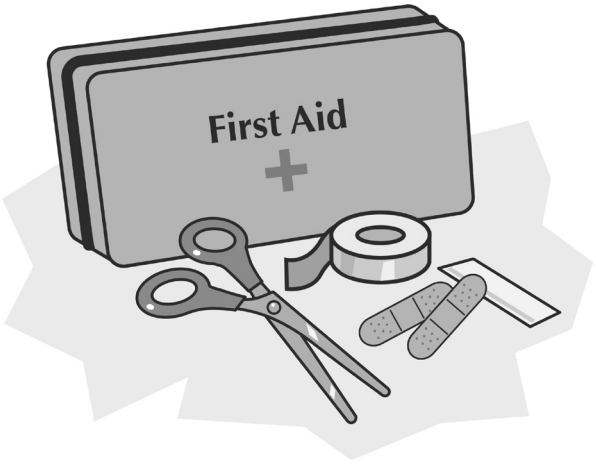
- Help you ensure your student curlers are safe.
- Provide you with an Emergency Action Plan Checklist.
- Provide you with a Facility Safety Checklist.
- Provide you with a First Aid Kit Checklist.

RECOMMENDED TIMELINES:
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ENSURING YOUR STUDENT CURLERS ARE SAFE

Just like any other activity or sport, curling has some general guidelines to ensure that its participants remain safe while enjoying the sport.

- Obtain all pertinent health information about each student, along with emergency contact information – your school likely has a form for this purpose.
- Complete an Emergency Action Plan for the facility you'll be using.
- Complete a Facility Safety Checklist before beginning each session.
- Have a diagram of the facility, with: exit locations, ambulance pick-up locations, and phone and first-aid kit locations.
- Ensure you have a well-stocked first-aid kit.
- Take a first-aid course or ask one of your assistants to do so.
- Ensure proper equipment is available – **Please note that it is mandatory in this program that beginners and youth curlers wear double grippers and helmets**.
- Ensure curlers are properly "warmed-up" before beginning activity.
- Ensure student behaviour risks are outlined (i.e. no sword fighting with brushes, no pushing rocks at people's feet, etc.)
- Ensure curlers do not go on the ice without adult supervision.
- When appropriate, encourage students to use their bicycle helmet at the curling rink – if everyone has to do it, no child will feel "centered out".
- Ensure qualified instructors conduct your on-ice program – they have been taught the ways to minimize risk when teaching curling.



EMERGENCY ACTION PLAN CHECKLIST

Access to telephones:	❒ Cell phone, battery well charged
	❒ Training venues
	❒ Home venues
	❒ Way venues
	❒ List of emergency phone numbers (home competititons)
	❒ Change available to make phone calls from a pay phone
Directions to access the site	❒ Accurate directions to the site (practice)
	❒ Accurate directions to the site (Home competitions)
	❒ Accurate directions to the site (Away competitions)
Participant information	❒ Personal profile forms
	❒ Emergency contacts
	❒ Medical profiles*
Personnel information	❒ The person in charge is identified
	❒ The call person is identified
	❒ Assistants (charge and call persons) are identified

* The medical profile of each participant should be up-to-date and located in the first aid kit. A first aid kit must be accesible at all times, and must be checked regularly.

FACILITY SAFETY CHECKLIST

FACILITY: _____

DATE: _____

INSPECTED BY: _____

ITEM	ADEQUATE	INADEQUATE	CORRECTIVE MEASURES*	OBSERVATIONS
Playing surface and installations				
Dressing room				
Team Equipment				
Individual Equipment				
First Aid Kit & Procedures				
Others				

* Potential Corrective Measures 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check

* This document, once completed, should be given to the facilities manager.
The coach should keep a copy for his/her files.

FACILITIES MANAGER NAME: _____ SIGNATURE: _____

COACH NAME: _____ SIGNATURE: _____

FIRST AID KIT CHECKLIST

ITEM	DATE/CHECKED BY (initials)																
Surgical gloves																	
Peroxide																	
Soft antiseptic soap																	
Antiseptic wipes																	
Band-aids																	
Butterfly bandages																	
Sterile gauze pads																	
Self-adherent wrap																	
Second Skin*																	
Triangular bandage																	
Safety pins																	
Juice box																	
Plastic bags for ice																	
Scissors																	
Tweezers																	
Cell phone																	
EMS phone numbers																	
Participants' medical and contact information																	

* Second skin is a brand name for a product that is directly applied over a blister (very useful to have when participants are breaking in new footwear).

4. ORIENTATION: UNDERSTANDING THE GAME

This section will help you understand:

- The origins and history of curling.
- The definitions of common terms used in curling.
- The positions and roles of the four players on a curling team.
- The markings on a sheet of curling ice.
- The game's objectives.
- The game's scoring systems.
- The characteristics of the curling ice and stones.
- How to make a rock "curl".
- The equipment required to curl.
- Rules and etiquette of the game.

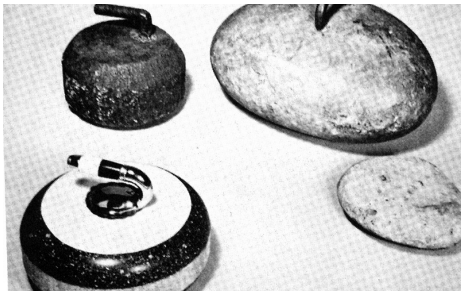
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UNDERSTANDING THE GAME

Curling instructors should have an overall understanding of the components involved in playing the game. Curling etiquette, basic rules, game objectives and scoring are all areas you will wish to familiarize yourself with. Many variations to the traditional curling game have been created to enable the very young to enjoy curling. Although the traditional play format will be described here, suggestions for variations for young curlers are outlined later in the Guide. For additional elaboration on the game, rules and strategy, consult other publications listed in the "Additional Resources" later in this Guide.

It is important to remember that, when beginning, kids just want to have fun! The competitive nature of teens can be addressed later. While it is of benefit for curlers to have a good understanding of how the game is played, too many rules or explanations will bog them down. The sooner they get started playing a game, the more likely they are to really enjoy curling! So keep the explanations short and simple, perhaps introducing a new rule, procedure or type of shot at each practice session.

THE ORIGINS: A BRIEF HISTORY OF CURLING



It is hard to tell where curling was first born, since both Scotland and the 'Low Countries' of Europe claim they were the inventors. Evidence is mixed as well; the earliest artifacts of the game come from the Scots, but the language common to curling can be traced to the Flemish peoples of what is now known as Belgium.

The stages curling has gone through in its history are best traced by the development of curling stones. The earliest known stones, called "kuting stones", date back to the 16th century. In fact, the stone that most agree is the oldest in existence has the year 1511 carved into its side (along with the name of its owner, St. J.B. Sterling). Early kuting stones were as small as 2 kilograms, or as large as 10 kilograms. They had no handles, but usually had small niches scraped into them for the fingers to grip and hold on to – picture a modern-day bowling ball that's a lot more awkward to throw!

Around the mid-17th century, handles began to appear on the curling stones, allowing more control when throwing the stones. Playing time was still kept interesting, however, because of the wide variation in sizes and shapes of the stones – cones, ovals, squares, hexagons, and unidentifiable forms were all used. Today, stones are round and weigh 18 kilograms, a big difference from a time when one special stone, called "The Egg" because of its shape, weighed 47 kilograms!

Granite from the tiny Scottish Island of Ailsa Craig was the material of choice for manufacturing curling stones. In fact, up until the early 20th century, Ailsa Craig was the only quarry in the world from which curling stone granite was mined. Since then, however, veins of suitable granite have been found in Wales.

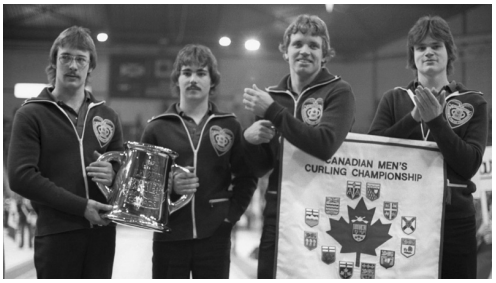
Scottish settlers and General Wolfe's soldiers brought curling to Canada around 1760. The games long-standing place in Canadian history is demonstrated by the fact that our oldest curling club, the Royal Montreal Club, was established in 1807, and the first club in Ontario was formed in 1820 in Kingston. In those early days, it was impossible to obtain Ailsa Craig stones, but Wolfe's troops refused to give up their favourite winter sport. Instead, they set about using the resources available to them. These determined curlers melted down cannonballs to create their stones (or "irons", as they were then called). In fact, irons were still being used in Québec curling clubs up until the 1950's! In Ontario, Scottish settlers looked for a substitute to Ailsa Craig granite, but the granite stones of Ontario's riverbeds were unsuitable. Because of this, curlers got inventive again; one of them developed a substitute for the stone by shaping a hardwood block with an iron ring as a striking band.

In the early days, curlers found it really challenging to throw large granite stones down a slippery ice surface while keeping their footing. Usually, holes or footholds hacked into the ice were used for curlers to get their grip (this is how the term "hack" was born, described further on). Over time, devices known as "crampits" came into use. These metal cleats caused a lot of damage to the playing surface though, so their popularity was short-lived. As a substitute solution, metal footholds or "trackers" were attached to the ice, a system that is similar to today's use of rubber "hacks", now present throughout the world.



Curling experienced its greatest growth in popularity as it moved west of the Great Lakes. In 1876, Winnipeg formed its first curling club, in 1880 Alberta and Saskatchewan formed clubs, and in 1895 curling reached British Columbia. Today, over two-thirds of the country's curling clubs are located in the four western provinces.







The game faced its single biggest change when Canada's harsh winters inspired the creation of indoor curling facilities. This improvement in playing conditions and the development of "artificial ice" resulted in an extended playing season, a growth in the number of clubs, and more people participating in the sport. In the late 1950's, Canada had over 1,500 curling clubs, many of which were in small rural communities throughout the country.

Canada runs several curling competitions, including: the Canadian Men's Curling Championship, or Brier, which has been held every year since 1927 (except 1943-1945), the Canadian Women's Championship, which began in 1961, and the Canadian Junior Curling Championships, which started in 1950 for men and 1971 for women. In international competitions, Canada has won more world titles than any other nation, including twenty-three men's championships, eight women's world titles, seven world junior men's and four world junior women's championships.

In July 1992, the International Olympic Committee formally approved curling as a sport to be included in the Winter Olympic program and, since 1998, the sport has had full medal status. With this platform, Canadians have been able to demonstrate their shining curling skills to a world audience, winning gold and silver medals in the 1998 Games and silver and bronze medals in the 2002 games. Most recently, in the 2006 Torino, Italy Winter Games, Canada brought home both a bronze and a gold. This sport, which is so exciting to play and to watch, is only becoming more competitive as its popularity rages across the world. Even with so many talented competitors, Canada continues to win Olympic medals, making it clear – Canadians just love to curl!

CURLING TERMINOLOGY

Note: The sport of curling generally uses Imperial measurements for length. As such, some curling terms are commonly acknowledged by an Imperial reference (4 foot etc.). Where this is the case, you will see Imperial terminology alone. Any other measurements, however, are listed in the common curling format (Imperial) as well as in Metric.

BACKLINE	The line across the ice at the back of the "house". Stones that go over this line are removed from play.
BITER	A stone that just touches the outer edge of the circles.
BLANK END	An "end" during which no points have been scored.
BONSPIEL	A curling competition or tournament.
BRIER	The name of the Canadian Men's Curling Championship.
BRUSH/BROOM	A device used to sweep the ice that is in the path of a moving stone. It is also used as a balance device during the curling delivery.
BRUSHING	The act of moving the brush back and forth across the ice in front of a moving stone.
BURNED STONE	A stone in motion that has been touched by a member of either team, or any part of their equipment. Burned stones are removed from play.
BUTTON	The circle at the centre of the "house".
CENTRE LINE	A line running down the middle of the ice, from one "hack" to the other.
CLOCKWISE TURN	The rotation given to the handle of a stone that makes the stone turn in a clockwise direction and "curl".
COUNTER	Any stone in the rings or touching the rings (a position that can count as a point).
COUNTER-CLOCKWISE TURN	The rotation given to the handle of a stone that makes the stone turn in a counter-clockwise direction and "curl".
CURL	The amount a rock's path "bends" while traveling down the sheet of ice.
DOUBLE TAKEOUT	A "takeout" shot that removes two of the opponents' stones at one time.
DRAW WEIGHT	The momentum required for a stone to reach the "house" (or circles) at the distant end of the sheet of ice.
END	A portion of a curling game that has been completed when each team has thrown eight stones and the score has been decided.
FAST ICE	Ice condition that requires the curler throwing the stone to put less momentum behind it to get the same "weight" (force/distance) as they would on normal ice.
FIFTH PLAYER	The substitute or alternate player on a team.
FREEZE	A precise, "draw-weight" shot that makes the delivered (thrown) stone come to rest right up against a stopped (stationary) stone.

FROSTY ICE	Ice with a layer of frost on the surface, a condition usually caused by excess humidity. This ice condition often requires more force to throw the required "weight".
GUARD	A stone that is placed in a specific position so as to protect another stone.
HACKS	The footholds at each end of the ice from which the stones are thrown in a balanced, flatfoot delivery.
HAMMER	The term used to identify which team gets to throw the last stone of an end – a status that is generally considered to be an advantage.
HEAVY	A stone delivered with greater force than necessary.
HIT	A "take-out" – in other words, removing a stone from the playing area by hitting it with another stone.
HOG LINE	A line 33 feet (10 metres) from the hack at each end of the ice.
HOGGED STONE	A stone that does not reach the far "hog line". It must be removed from play.
HOUSE	The rings or circles toward which play is directed, consisting of a 12-foot (3.7 metre) ring, 8-foot (2.4 metre) ring, 4-foot (1.2 metre) ring and a button.
ICE	When aiming for a "takeout" or "draw" shot, it is the distance between the skip's broom and the target stone or target area. This distance takes into account the amount of "curl" and "weight" the planned throw will have.
INSIDE	A stone that winds up in between the skip's broom and the intended target (which may have been another stone or an area of ice).
LEAD	The first player to deliver a rock for his or her team.
LIGHT	A stone delivered with less "weight" than was required to successfully complete a shot.
MEASURING DEVICE	An instrument that measures which rock is closest to the centre of the ice.
ON THE BROOM	A stone that is delivered on-target (where the skip's broom is pointing).
OUTSIDE	A stone that winds up on the opposite side of the skip's broom and the intended target (which may been another stone or an area of ice).
PEBBLE	A fine spray of water applied to a sheet of curling ice before play starts. It creates small bumps on the ice, making it easier for curling rocks to glide down the ice.
PEEL	A "takeout" shot that knocks a stone from play while the delivered stone itself also rolls "out of play".
PIN	A slight indentation in the ice at the very center of the house.
RAISE	When one stone is bumped ahead by another.
READING ICE	The skill a skip uses to anticipate the amount a stone will "curl" relative to the "weight" required.
RINGS	The circles (a.k.a. "house") towards which play is directed.

ROLL	The movement of a curling stone after it has struck a stopped (stationary) stone that is "in play".
SECOND	The curler who delivers the second pair of stones for his/her team in each "end".
SHEET	The playing surface that a curling game takes place on.
SHOT ROCK	At any time during an "end", this is the stone closest to the "button".
SIDE LINE	The line that is the boundary of the curling rink. Rocks touching this line are "out of play".
SKIP	The player who determines the strategy and directs the play for his/her team. The skip also delivers the last pair of stones for his/her team in each "end".
SLIDER	Slippery material that is glued to the bottom of a shoe, or else slipped on over the sole of the shoe, to make it easier to slide on the ice.
SLIDING FOOT	The foot the curler uses to slide when they are throwing the stone (curling delivery). The left foot is the sliding foot for a right-hander and the right foot is the sliding foot for a left-hander.
SLOW ICE	Ice condition that requires the curler throwing the stone to put more momentum behind it to get the same "weight" (force/distance) as they would on normal ice.
SPARE	An alternate or substitute player.
STEALING AN END	Scoring during an end in which your team did not have the advantage of hammer.
STRATEGY	Knowing all of the different kinds of curling shots and when to play them.
SWEEPING	The action of moving a broom or brush back and forth in the path of a moving stone.
SWINGY ICE	Ice conditions that cause the stone to "curl" a greater distance than normal.
TAKE OUT	Knocking a stone out of the playing area by hitting it with another stone.
TEE LINE	The line that passes through the centre of the "house", parallel to the "hog line" and to the "backline".
THIRD, VICE-SKIP OR MATE	The third player on a team to throw their stones (two per "end"). Generally, this player acts as the skip when the skip is delivering his/her stones and assists with strategy decisions.
TOURNAMENT OF HEARTS	The Canadian Women's Curling Championships
TURN	The way the rock is rotated just before the release. This will start it "bending" in one direction or the other as it travels down the ice.
WEIGHT	The amount of force given to the stone during the delivery.

POSITIONS ON A CURLING TEAM



There are four members of a curling team and each delivers two stones, in this order: first, the "lead", second, the "second", third, the "third" a.k.a. "viceskip", and fourth, the "skip". The skip is responsible for the strategy, and calls the shots for all the players. She/he stands in the "house" (the rings) at the end opposite to the delivering end (where curlers throw their shots from) and directs the play. When it is her/his turn to deliver, the third (vice-skip) takes over skipping duties. The two teams competing against each other take turns delivering stones until all 16 stones have been thrown. The lead and the second are responsible for sweeping stones delivered by their team-mates, and they can either sweep on opposite sides or the same side of the stone. The third takes over one of the sweeping positions when the lead or second is delivering his/her stones.

SHEET OF CURLING ICE

Four coloured concentric circles make up the **house or target.** The outer circle is called the 12-foot (3.7 metre) circle, next to it is the 8-foot (2.4 metre) circle and the next circle is called the 4-foot (1.2 metre). Finally, the innermost circle is called the button (or middle point of the house), and is usually one foot in diameter.

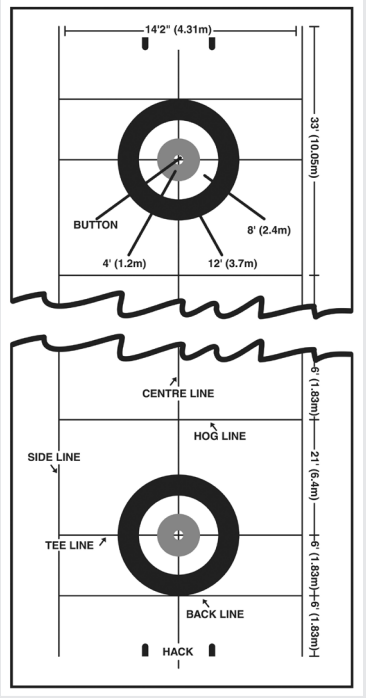
Hog line – Delivered stones must be completely over this line to remain in play unless they have come in contact with a stone which is in play. In addition, curlers must release the stone completely before they reach this line at the delivering end of the sheet.

Back line – The line across the sheet at the back of the house. Stones which come to rest completely over this line are out of play.

Tee line – This is the line which goes across the sheet in the middle of the house.

Side lines – Once a stone touches a side line it is out of play.

Free guard zone – The area between the hog line and the tee line, not including the house.



GAME OBJECTIVES

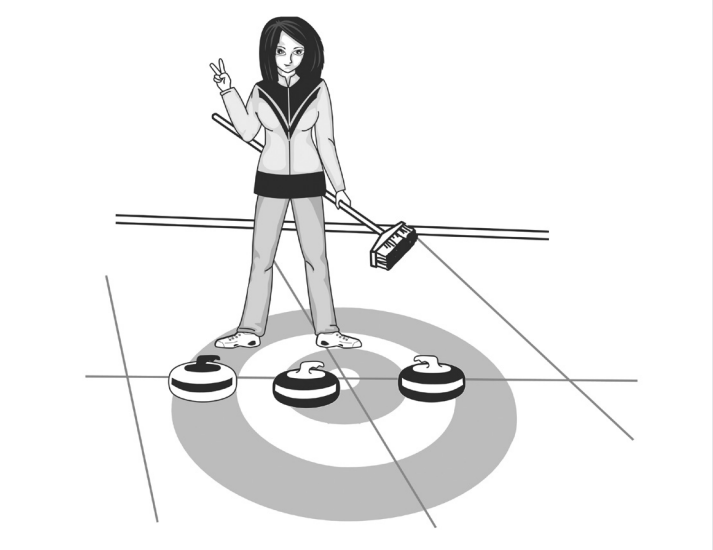
A curling team has four players, each delivering two stones during a segment of the game. These segments are called "ends" and, when one is done, a total of 16 stones will have been delivered.

Over the course of an end teams will alternate delivery of their stones. In each end, one team or the other will have "hammer". Generally considered to be an advantage, hammer refers to the team that will be throwing the last stone of an end – in other words, the team that will have the last chance. At the beginning of the game, hammer is determined by winning a coin toss. Throughout the game, it goes to whichever team did not score in the last end. If no team scores (i.e. there is a blank end), the team that had hammer in the blank end will keep hammer in the next end. Because having hammer is supposed to be an advantage, if the team that does not have it scores in an end, then it is considered to be very well-done and called "stealing an end".

At the completion of an end, a total of 16 stones will have been delivered. The objective is to complete each end with one or more or your stones closer to the centre of the rings than your opponent's stones. A full-length game is usually 10 ends, but young curlers often play four, six or eight ends.

Once all the stones have been delivered in an end, the thirds from each team (i.e. the two players who delivered the third set of stones) determine which teams' rocks are closest to the centre of the rings. While the score is being determined, only the thirds should be in the house area. One point is scored for every stone that is closer to the centre than any stone belonging to the opposition. Therefore, only one team may score in any end. A stone must be in, or touching, the rings in order to score. If there are no rocks counting (in other words, no rocks worth any points) at the conclusion of an end, that end is called a "blank end".

Example: The handles of the curling stones indicate the teams' colour. Therefore, if this were the situation at the completion of an end, the white team would score two, since they have two stones closer to the centre of the house than the black team.



SCORING THE GAME

There are two types of score boards that are currently in use. The traditional score board, used in most clubs, has three rows with numbers. The middle row shows the score, while the top and bottom rows show the number of the end that the scoring occurred during.

Yellow			4	5											1
SCORE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Red	2	3			6										

- End #1 – Neither team scored, so Yellow indicated a blank end by hanging the first end marker over the score of 15.
- End #2 – Red scored one point, so they hung the second end marker under the score of one.
- End #3 – Red scored one point, so they hung the third end marker under the score of two (since they have now accumulated two points).
- End #4 – Yellow scored three points, so they hung the fourth end maker above the score of three
- End #5 – Yellow scored one point, so they have now accumulated four points in total and have hung the fifth end marker above the score of four.
- End #6 – Red scored three points, so they have now accumulated five points in total and have hung the sixth end marker below the score of five.
- At the end of six ends, Red has won by a score of 5-4.

One point is scored for every rock that is closer to the centre than the closest of the opposition's rocks. But, to score, the rock must be on or touching the circles. Only one team can score on any one end, so teams attempt to finish the end with their rocks closest to the button. If there are no rocks on or touching the circles, no one scores. This is called a blank end. Sometimes, very rarely, a team can get all eight of their rocks inside the house and closer than any of the opponent's rocks. When this happens, it is called an eight-ender, and the team scores eight points! A team would be doing well if they were able to score two or three points on any end. When reading a curling scoreboard, remember to read it like a number line. The middle row of numbers indicates the total score; the numbers on the top/bottom indicate the end in which the points were scored. To find out how many points your team has, read the number above/below the last end played.

Baseball type scoreboards are used in some events (usually highly competitive events).

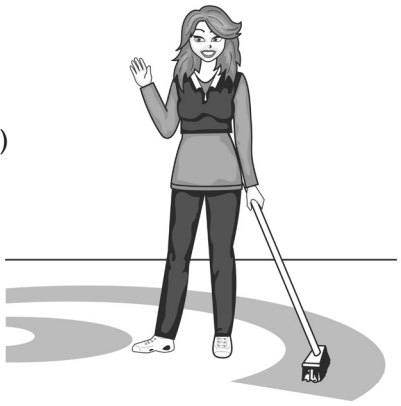
When neither team scores in an end (a blank end), this is indicated by hanging that end's number in a designated area of the scoreboard (it will say blank end) or over the score "15". The number "15" is used because it is impossible to score 15 points in one end, so it is obvious that a number hung there refers to a blank end. The number should be hung on the line of the team that had hammer in that end (i.e. the team that threw the last stone).

ICE AND STONE CHARACTERISTICS

Curling gets its name from the manner in which the stones "curl" (or bend) as they travel down a sheet of ice. If you look closely at a sheet of curling ice, you will notice a fine, "pebbled" look to the surface. The pebble helps reduce the friction between the stone and the ice, making it much easier for a curler to propel the stone forward.

The "running edge" or "rim" of the stone is the part that actually comes in contact with the ice surface. Great care is taken to protect this running edge from damage. The dull grey band around the middle of the stone is the "striking surface", and is designed to absorb the shock when one stone strikes another.

THE SKIP'S SIGNALS



The shots to be played are usually called with simple signals. The skip indicates the shot by asking for the type of turn (either clockwise or counter-clockwise) and the weight (either take-out or draw). Keep instructions about the skip's signals simple and clear. The demonstration should take place on the ice surface. The skip will indicate with their brush where they would like the rock to stop, then they will move the brush (target) to a different place on the ice. By applying the indicated turn, the rock should curl to the intended location.

Calling Turns

The game is called curling because, for every shot played, the curler will be asked to throw one of two turns – a clockwise or counter-clockwise turn. The turns should be taught by showing students the way in which a stone must be rotated in order to curl in a specific direction and reach a particular position (a more detailed description of turns is featured later in this Guide). An analogy of a curling stone, i.e. like the steering wheel on a car or the handle bars on a bicycle, works well to explain turns to new curlers. Deciding which turn to apply is a technique that will be further outlined in the "Teaching the Skills" section of this Guide.

Calling Weight: Draw or Take-out?

There are two basic types of curling shots – the "draw" and the "take-out". A "draw" simply refers to delivering a curling stone with sufficient force to allow it to come to rest within the playing area at the opposite end of the sheet. A skip asks for a draw by tapping the spot on the ice where she/he wants the stone to stop. This can be either in the rings, or else in the area in front of the rings, a position known as a "guard".

After indicating where the stone is to stop, the skip should position his/her brush to indicate a target that the delivering curler should aim for.

A "take-out" removes stones from play. The skip asks for a take-out by tapping the stone with his/her brush. The skip will then indicate a target point with their brush and ask the curler to deliver the stone with sufficient weight (i.e. force) and an appropriate turn so that it removes the opposition's stone.

While the draw and take-out are the two main types of curling shots, you will want to be familiar with other variations of these shots so that they may be introduced to the players as their skills progress.

EQUIPMENT FOR THE CURLING RINK

The equipment requirements for curling are minimal.

Clothing
Curlers should dress warmly, in layers of clothing that they can move around in easily (jeans are not suitable). The clothing chosen should not shed, as do some types of fleece, for example. Leather palmed gloves or mittens are recommended.

Footwear
Except when delivering a curling stone, all curlers are expected to use double grippers at all times when traveling on the ice.

To deliver a curling stone correctly, a sliding material that is slick and low-friction needs to be applied to one shoe. Often called a slider, this material is available as a portable, slip-on or step-on accessory. Some prefer to have it attached to custom-made curling shoes. If a curler is right-handed, then the left shoe must be equipped with a slider that covers the entire sole of the shoe. For a left-handed curler, it is the right shoe that should be equipped with the slider.

Beginning curlers may prefer a less expensive and more convenient alternative to purchasing a slider. In this case, low-friction plastic tape (e.g. duct tape or wrestling-mat repair tape) can be applied to the sole of a running shoe to provide reasonably good sliding properties. Using tape does not allow curlers to slide very quickly, which can also benefit beginner curlers by allowing them to ease into the new sport. A slip on gripper must then be used to cover the sliding surface when the curler is not delivering a stone. If a student owns their own curling shoes, they must also have a slip-on gripper. A slip on gripper is mandatory for this program.

Running shoes must be soft and pliable so that they do not get hard when they are cold. They must also be clean and dry. If the curler decides to use a slip-on or step-on slider with their running shoes, then they can eliminate the need for additional grippers, since a soft, pliable sole to a running shoe will work as the gripper once the remove the slider.

Slip on gripper, which can be used over running shoe surfaces or curling shoe sliders.



Step-on slider is not size-specific; you really only need two per sheet of ice!



Slip-on slider with elastic band



Slip-on slider and agripper



Helmets

To make sure beginner curlers are as safe as possible, this program mandates the use of helmets while on the curling ice. Bicycle helmets or helmets used in sports like hockey or ringette are suitable. If all students are required to wear helmets, no one will feel awkward. Remember that instructors and teachers should lead by example.

Brushes

Curling clubs may have brushes available for students to borrow. If not, your curling club will be able to provide you with information on where to buy curling equipment.



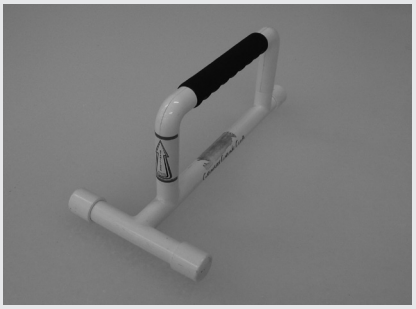
Brushes come in a variety of sizes, materials and angles. Your curling coordinator will be able to advise you on the advantages and disadvantages of each.

DELIVERY AIDS

In recent years, some delivery aids have become very popular.

One such device is used in place of the brush while delivering a stone. Different brands of this device are available, but all serve the same purpose: to provide the curler with a stable and solid balance point during delivery. The height of the delivery device is the same height as a curling rock's handle, which results in the curler having square shoulders during delivery.

A delivery aid called a "stabilizer"



Some people are unable to position themselves for the traditional curling delivery. For those people, another device called a "delivery stick" may be useful. People with disabilities, wheelchair athletes, seniors and others who perhaps have physical limitations, have been able to enjoy the game using this tool. The delivery stick is produced by several different manufacturers, but most have similar properties.

A delivery stick



RULES AND ETIQUETTE

The rules of the game have been established for the benefit and safety of the participants and it is the teacher/instructor's responsibility to help curlers learn them, along with the etiquette and procedures of the game. This section outlines curling's basic rules in a simplified manner, but curling teachers/instructors should familiarize themselves further by referring to the Canadian Curling Association's "The Rules of Curling".

Fair Play
Fair Play begins with strictly abiding by the written rules. In most cases, however, Fair Play goes beyond that, as the observance of the spirit of the rules, whether written or unwritten, is also important.

- Fair Play results from measuring up to one's own moral standards while engaged in competition.
- Fair Play is the consistent demonstration of respect for team-mates and opponents, whether they are winning or losing.
- Fair Play is the consistent demonstration of respect for officials, an acceptance of their decisions, and constantly aiming to work with them.

Sportsmanlike behaviour shall be demonstrated both on and off the ice. This includes modesty in victory and composure in defeat.

The traditions of sportsmanship and fair play are an integral part of the rules and procedures for curling. Generally, officials are not used in recreational curling, and teams apply and interpret rules in a fair and cooperative way. As an instructor, you may be called upon to assist new curlers in clarifying rules or procedures. However, curlers must eventually learn to deal with these questions on their own.

Basic Rules Every Curler Should Know...

- A coin is tossed by one individual on each team. This decides which team will deliver the last stone in the first end.
- Curlers should stand along the sides of the playing area when not involved in delivering or brushing.
- After brushing, curlers should walk along the sides of the sheet to return to the delivering end.
- Leads and seconds should position themselves between the hog lines and well to the side of the playing surface when their team is not delivering. Only skips and thirds are allowed to stand in the house area.
- All curlers should remain outside the house area until the thirds have agreed on the score.
- The scoring team's third is responsible for posting the score.
- Teams may not remove an opposition stone if it is in the Free Guard Zone until the fifth stone of the end.
- The team who scores in one end delivers the first stone of the next end.
- If a stone is touched by a brusher while it is moving, that brusher must alert everyone of the infraction when the stone has come to rest.
- A skip can only brush an opposition's stone once it has crossed the tee-line of the playing end.
- When throwing a stone, the curler must clearly release it before it passes the hog line closest to the throwing end.
- To be considered as "in play", all stones must be over the hog line at the playing end of the ice (consult rule book for exceptions).
- A stone is out of play if it touches the sideline, or if it completely crosses the back line at the playing end.

Basic Game Etiquette

- Curlers should have clean footwear that will not damage or litter the playing surface.
- Food and beverages (except for water bottles) should not be taken onto the playing area.
- Every game begins and ends with curlers shaking hands with members of the opposing team.
- Curlers should always be ready to deliver or to sweep when it is their turn.
- Only skips and thirds are allowed to stand in the house area. They should stand still, well back of the house, and ensure their brooms are held off the ice while the opposition is preparing to deliver.
- Curlers should be very careful when pushing stones into corners in preparation for the next end. They should ensure that all players are made aware of any stones being pushed in their direction.
- Curlers should always be on time for a practice or game. If a player is going to be absent, they should let the instructor, program organizers, or team members know in advance so that spares can be arranged.

Curler's Code of Ethics

I will play the game with a spirit of sportsmanship.

I will conduct myself in an honourable manner both on and off the ice.

I will never knowingly break a rule, but if I do, I will divulge the breach.

I will take no action that could be interpreted as an attempt to intimidate or demean my opponents, team-mates or officials.

I will interpret the rules in an impartial manner, always keeping in mind that the purpose of the rules is to ensure that the game is played in an orderly and fair manner.

I will humbly accept any penalty that the governing body at any level of curling deems appropriate, if I am found in violation of the code of ethics or rules of the game.

Coaching Code of Ethics

The coach shall act with integrity in performing all duties owed to the athletes, the sport, other members of the coaching profession and the public.

The coach shall strive to be well-prepared and up-to-date, so that all duties in his/her discipline are competently fulfilled.

The coach shall act in the best interest of the athletes' development as whole persons.

The coach shall accept the role of officials in providing judgment so that competitions are conducted fairly and in accordance with the established rules.

The coach's conduct toward other coaches shall be characterized by courtesy, good faith and respect.

The coach shall maintain the highest standards of personal conduct and support the principles of fair play.

For a complete list of current rules, consult the Canadian Curling Association's website: www.curling.ca

5. TEACHING THE SKILLS

This section will provide you with:

- A methodology for teaching curling skills.
- Key teaching points for teaching the entire curling delivery.
- Key teaching points for teaching the skill of brushing.

RECOMMENDED TIMELINES:
Section 5 is designed to provide you with the information required to teach the skills to your students. We recommend approximately 1 hour for you to learn this material and try the skills yourselves.

Being a curling instructor involves guiding the development of your curlers' various skills. These skills can be physical (delivering a stone or brushing), social (getting along well with team members and the opposing team), or mental (planning game strategy).

Although all good teachers are aware of theories as to how students can best be guided through acquiring a new skill, several ideas are outlined below to assist you.

Curling skills are best learned when taught in a progression. When using the skill development plans and corresponding teaching progressions in this Guide, consider the following:

- Teach one thing at a time.
- Keep teaching time short and to the point.
- Progress from simple to more difficult skills or situations.
- Use fun activities and games as much as possible.
- Allow for different rates of progress.
- If the curlers become bored or restless, be flexible and move on!
- Keep everyone active. Have enough drills or games set up so that everyone is actively participating.
- Allow the curlers to experiment.

IDEAS – A SEQUENCE FOR TEACHING NEW SKILLS:

Introduction	Name the skill and describe it.
Demonstration	Show how it's done.
Explanation	Briefly explain why it is important, and when it is used; highlight the key points, and the activity they are about to perform.
Activity	Have curlers try it right away. Move around to each curler and give individual feedback. Be sure to give them sufficient time to practice the skill.
Summary	Wrap up by telling them how they are doing and reviewing the key points.

THE WHOLE–PART–WHOLE TEACHING METHOD

The curling delivery is a new, and somewhat complex, skill for most people. One of the most effective ways of teaching complex skills is to break the skill into segments, then teach each one separately. Many of the drills described later in this Guide will enable instructors to introduce new skills to curlers using the "whole-partwhole" method.

- **WHOLE -** The instructor presents the entire picture by demonstration or by audio-visual means.
- **PART -** The instructor breaks the skill into parts and the curler practices each part of the skill.
- **WHOLE -** The curler performs the entire skill by integrating the parts, resulting in improved skill performance.

Short attention spans and limited coordination make it difficult for some youths to do the great number of repetitions often associated with practices and drills. Short lessons, with variety, will promote involvement, development and fun. You will find that curlers get the most enjoyment and education from simply playing the game – so it makes a lot of sense to encourage the players to learn while playing! Leaving lots of time for playing a game will guarantee a positive experience every time your curlers get together.

CURLING SKILLS FOR THE TEACHER

The Getting Started in Curling program is primarily designed to introduce young people to the sport of curling, but instructors will feel more confident and prepared if they have some basic knowledge of curling skills. The following is a synopsis of the most important points to consider when teaching new curlers the two essential curling skills: delivering a curling stone and sweeping. While many of your young curlers will not master all aspects of these skills during this introductory program, some will learn all this and more.

The Curling Delivery

The curling delivery is usually taught in the following sequence:

1. Final Slide Position
2. Stance ("On your Mark")
3. Start Up ("Get Set")
4. Forward Slide ("Go")

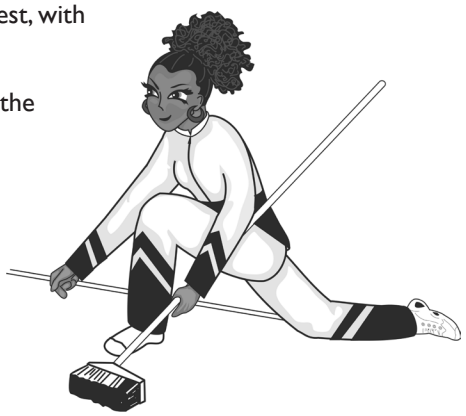
Followed by: Cleaning the Stone, Turns, Release and Line of Delivery, and Brushing

The skills described on the following pages are presented in the sequence in which they occur. Note the use of the familiar "On your Mark, Get Set, Go!" phrase. Using these verbal cues often helps curlers to understand what action they're supposed to execute.

Final Slide Position

The Final Slide Position is taught first, so that curlers are familiar with the position that is required of them once the curling delivery has progressed from the "On Your Mark," "Get Set," portions, to the "Go" portion of the skill.

Teaching Points:



- The sliding foot should be located directly under the centre of the chest, with the sliding toe pointed slightly outwards or straight.
- The trailing leg should be completely extended behind the body, with the knee kept off the ice, if possible.
- The foot of the trailing leg should be kept straight.
- The balancing arm should hold the brush under the arm and extending towards the small of the back. The brush head should be approximately level with where the stone would be, and the wooden or plastic portion of the brush head should be touching the ice.
- The shoulders should be kept high and square to the target, with eyes looking up.
- The throwing arm should be comfortably extended in front of the curler, as if holding a stone.

Stance – "On Your Mark"

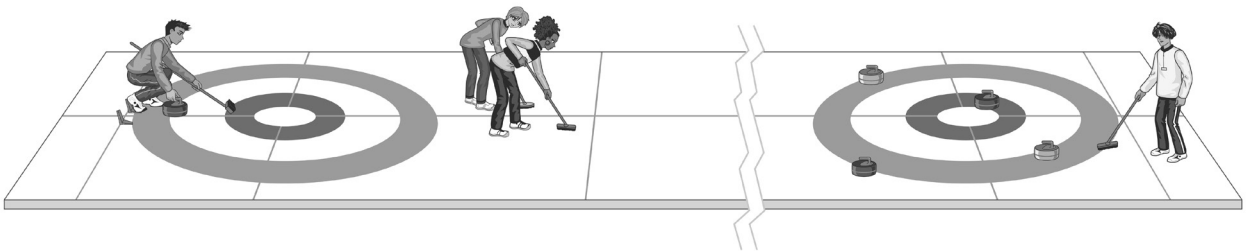
In order to successfully execute a curling shot, curlers must take time to properly position themselves in the hack and correctly line up with the target (skip's brush) before beginning the delivery.



Teaching Points:

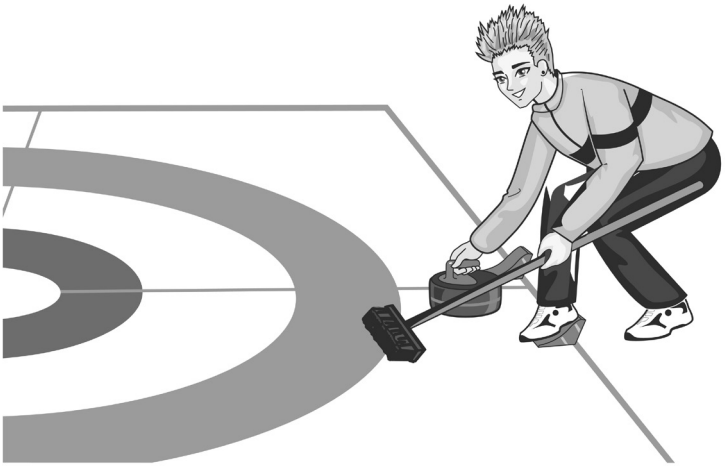
• The entire body, including hack foot, sliding foot, head, shoulders, knees and hips must be positioned towards the target.

- The hack foot should be firmly and squarely centred against the back of the hack. Right-handers should have the right foot in the left hack, while left-handers should have the left foot in the right hack. The ball of the hack foot is positioned on the back of the hack.
- The sliding foot should be flat on the ice, parallel to, but slightly ahead of, the hack foot.
- Shoulders should be square.
- The throwing arm should be comfortably extended. The brush arm should be at one's side, with the brush tucked under the arm.
- The brush head should be positioned "bristles up".
- The upper body should be fairly upright.



Start Up – "Get Set"
This part of the delivery moves the curler and the curling stone into a balanced, "starting" position in preparation for the forward drive with the stone.

Teaching Points:
From the stance position (previously described):



- Elevate the hips, with the shoulders remaining at a constant height while the body is raised to a "semi-crouch" position. The hack leg should bend to 90 degrees.
- The stone should be pulled back towards the hack foot.
- At the same time, the sliding foot should move straight back to about a heel-to-toe position.
- Some of the body's weight should then be transferred to the sliding foot.
- There should be a definite pause before the forward slide.

Forward slide – "GO!"
The object of the forward slide is to propel the curling stone towards the target with sufficient momentum to execute the shot (draw or take-out). During the forward slide, the curler should remain on-line with the target and always let the curling stone lead the way!



To build confidence, have your curlers practice the forward slide motion without a curling stone at first. Incorporate the stone only after the curlers have had a chance to improve their technique by doing several practice slides.

Teaching Points:
From the pause in the pull back position (previously described):

- Begin to move the stone forward, towards the target, by letting the upper body begin to fall forward.
- Begin to move the "sliding foot" forward, gradually shifting to behind the stone.
- As you move forward, push out of the "hack" with the "hack foot". At this point, shoulders should be high, with the throwing arm comfortably extended forward and the trailing leg extending straight back until the final slide position is reached.

Remember…
- The stone always leads the way!
- The sliding foot is placed under the chest and behind the stone as the player slides forward.
- The entire surface of the sliding foot is flat on the ice/floor, with the toe turned out slightly or straight.

- The brush head should be positioned slightly ahead of the sliding foot on the ice, never farther back (i.e. should never be even with the sliding foot.)
- The trailing leg should remain fully extended – not bent.
- Shoulders should remain square to the target, with the throwing arm comfortably extended.

Weight Control

Although it is a natural reaction for new curlers to "push" the stone in order to get it to the other end, correct weight (rock speed) actually comes as a result of the legs drive from the hack. Applying leg drive with the hack foot and transferring body weight onto the sliding foot as the curler moves forward produces momentum. The amount of acceleration (i.e. leg drive) may be gradually increased as balance and confidence improve.

Encourage new curlers to get the rock down the ice in any way that they can. Proper technique will come with experience.

Cleaning the Stone

In preparation for delivering a stone, curlers should always clean the running

surface of the stone. This will remove debris that may affect the outcome of a shot.

To clean it, turn the stone over carefully and clean its running surface with either the brush head or a gloved hand. Ensure the area where you will be placing the stone back on the ice surface is also cleaned.





Turns, Release and Line of Delivery

Curling stones bend or "curl" as they move down the ice, hence the name "curling". In order to control the direction of curl, a turn or rotation is applied to the stone as the player releases it. The following is a description of the steps required to properly release a stone.

Grip

The curler should be shown how to firmly grip the handle of the stone. The index and middle fingers should be placed close to the neck of the handle, with the thumb on the side of the handle.



Clockwise Turn

An easy way to describe the turn is to relate it to a clock face, with 12 o'clock at the front of the stone. In the stance position, the handle should be adjusted so that the gooseneck is positioned to point at approximately 10 o'clock. The handle should remain at 10 o'clock during the pull back and forward slide. Three feet (one metre) prior to release, the handle should be rotated to 12 o'clock. When released, the hand should finish in a handshake position.

STEP 1



STEP 2



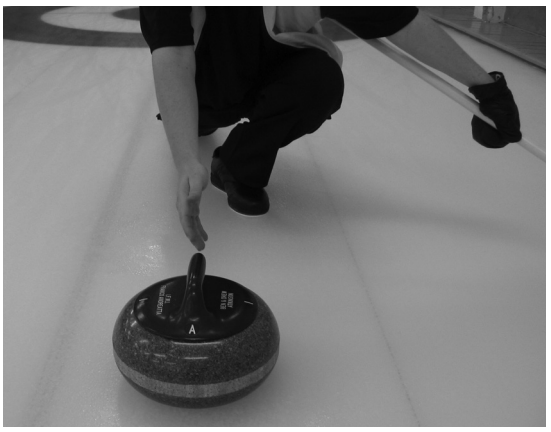
STEP 3



STEP 4



STEP 5



Counter-Clockwise Turn

In the stance position, the handle should be adjusted so that the gooseneck is positioned to point at approximately 2 o'clock. The handle should remain at 2 o'clock during the pull-back and forward slide. Three feet (one metre) prior to release, the handle should be rotated to 12 o'clock. When released, the hand should finish in a handshake position.

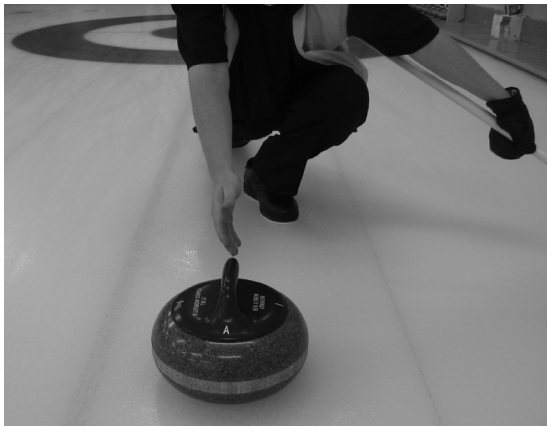
STEP 1



STEP 2



STEP 3



Teaching Points:

- The stone should be gripped firmly near the neck (thumb and first two fingers on opposite sides of the handle at the centre of the stone).
- The throwing arm should be comfortably extended during delivery and release.
- Shoulders should remain high.
- The stone should be positioned at 10 o'clock for a clockwise turn or 2 o'clock for a counter-clockwise turn.
- The stone should be released with the handle at 12 o'clock.
- The sliding foot should remain flat on the ice, under the centre of the chest. At the release point, the body should be in the forward slide extension position.
- The curler's hand and arm should be in a handshake position after release.

Knowing What Turn to Throw

When a skip is calling a shot, he/she will extend an arm to indicate which turn they would like the thrower to put on the stone. The thrower should point the "gooseneck" of the handle towards the skips extended arm. That position will either be 2 or 10 o'clock, and the handle will then be rotated to the 12 o'clock position upon release.

Line of Delivery

Using his/her broom, the skip provides curlers with a target. Ask curlers to imagine a line drawn on the ice from this target to their hack foot. During the release of the stone, the curler (and the stone) should slide along this line. The stone will then curl away from this line, with direction depending on which turn was applied to the stone upon release. Line of delivery is often the most difficult skill a new curler will master.

Brushing

Brushing (or sweeping, as it is often called) is an important curling skill for new curlers to learn. Sweeping reduces the friction between the stone and the ice surface, allowing the stone to maintain its momentum longer and curl less. The resulting "control" of the stone's line of travel and final resting place is accomplished by:

- Smoothing the pebble on the ice;
- Removing frost and debris;
- Causing a slight melting effect and a resulting "lubrication" between the ice and the stone.

Players should be encouraged to move the brush faster and apply more pressure as they gain skill and confidence.

Brushing Technique

Teaching Points:

Stance:

- Grippers must be worn on both feet.
- Feet should be positioned parallel to the stone's path, shoulder-width apart, pointing in the direction the brusher wants to travel.
- Knees should be bent, with weight on the balls of the feet and heels raised slightly off the ice.

Grip:

- The brush handle should be placed across the front of the body and gripped with both hands, so that the handle is divided into thirds.
- The hand closest to the rock should be positioned 1/3 of the way up the handle from the brush head. The palm of the hand should be facing down.
- The other hand should be positioned 2/3 of the way up the handle. The palm of the hand should be facing up.
- The top part of the handle should be positioned under the arm pit.
- The handle should be held against the rib cage with the upper part of the arm.



- The bottom arm should be straight as it applies weight onto the brush.
- The top arm will guide the motion of the brush.

Foot Motion:

- Knees should be bent so that upper body weight is placed on the brush.
- From there, a cross-country ski shuffle should be used to move down the ice.
- Remember: curlers should remain on the balls of their feet, always keeping their feet in contact with the ice.

Scrubbing Motion:

- The lower arm should apply downward pressure to the brush head.
- A small push/pull motion should be created using the top hand on the brush handle.
- A series of short (6"), rapid strokes should be employed to scrub the path of the stone.
- A 45-degree path should be cleaned in front of the stone.



6. CURLING IN THE CLASSROOM

This section will provide you with:

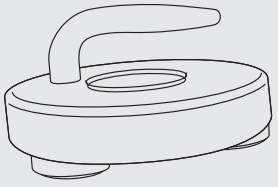
- Fun activities to orientate your students to the sport of curling.
- Activities to familiarize your students with the terminology used in curling.
- An opportunity to discuss game procedures before proceeding to the gymnasium/rink.
- Lesson plans to integrate a curling theme into other areas of the school curriculum, including history, language arts, science and mathematics.

RECOMMENDED TIMELINES:
Please find the recommended timelines listed under each student activity in this section. The periods listed include time needed to complete Student Workbook activities, but not teacher preparation time (though, in most cases, this is quite minimal).

DVD *REFERENCE RESOURCE:*
- Getting Started in Curling *Instructional DVD: Teacher Overview*

FLOOR CURL™

For customized school curling equipment visit **www.floorcurl.com**



Activities in this section may be suitable for elementary, middle-year and secondary students. Modifications may be required to adapt lessons to an appropriate level for your students.

A *Getting Started in Curling – Student Workbook* is also available to guide your students through these activities. Be sure to consult it when planning your lessons – some of the work may be done for you!

Materials needed for each of the student activities are minimal, and are outlined at the beginning of each of the activities.

Good luck with integrating curling into your classroom activities!

CLASSROOM ACTIVITY #1: INTRODUCTION TO THE GAME

Recommended Timeline: 30 minutes

Outcome: The students will gain a general understanding of the game of curling, as well as its origins.

Location: Classroom or gymnasium

Materials Needed:
- TV and DVD Player
- Getting Started in Curling Instructional DVD
- Student Workbook, pages 4 & 5

Content:
- Ask for input on what students know about the game.

  A) Famous names in curling
  B) Any local information on the game (i.e. Where is the local club? Are there any famous local curlers?)
  C) Who has seen a game played?
  D) Has anyone tried to curl before?
  E) Can anyone explain how the game is played?

- DVD Show *Getting Started in Curling* Instructional DVD: Student Overview (3-4 minutes)
- Have students read "The Origins: A Brief History of Curling", then complete the "Hey Mister Deejay!" activity on page 4 of the Student Workbook. This will allow students to take turns reading paragraphs while pretending they are sports announcers for a radio station.

Workbook Activity: Have students complete the "Use Your New Knowledge" activity on page 5 of the Student Workbook.

Extensions: Discuss the game at home with parents or grandparents.

Have students seek out family members or family friends who may have curled.

Have a "show and tell" from home, including any curling memorabilia their family may have.

CLASSROOM ACTIVITY #2: UNDERSTANDING THE CURLING ICE AND GAME OBJECTIVES

Recommended Timeline: 20 minutes

Outcome: The students will gain a general understanding of the markings on the curling ice, as well as general game objectives and procedures.

Location: Classroom

Materials Needed:

- Projector and Screen
- Acetate with image of a full sheet of curling ice (see Section 10:Appendix 2.0)
- Acetate with image of a curling house (see Section 10:Appendix 1.0)
- Several small washers and buttons to be used as "rocks" on the overhead (should be two types, of similar size, to indicate two rock colours.)
- Student Workbook, pages 6 to 8 & 10

Content:

- Using the acetate with an image of a full sheet of ice and an acetate marker, guide the students through the markings on the curling sheet, explaining the significance of each (e.g. house, four foot, button, hacks, back line, hog line, free guard zone, etc).
- Using the washers and buttons and the acetate with an image of a curling house, explain the general game objectives. (e.g. be closer to the centre of the house at the completion of an end).

Workbook Activity: Have students complete the "What's That?!" activity on page 10 of the Student Workbook – labelling a diagram of a sheet of curling ice.



CLASSROOM ACTIVITY #3: UNDERSTANDING GAME PROCEDURES

Recommended Timeline: 30 minutes

Outcome: The students will gain a general understanding of how the curling game is played and the roles of the four players, or "curlers", on each team.

Location: Classroom or Gymnasium

Materials:

- Signs (reading: Lead, Second, Third, Skip) that can be attached to students with safety pins or tape
- Blank acetate with the image of a full sheet of ice (see Section 10:Appendix 2.0)
- Acetate marker
- Simulated sheet of ice within classroom, (i.e. simulated hacks, houses, rocks and sheets of ice)
- Student Workbook, pages 11 to 13

Content:

- Can students name the four positions on a curling team?
- Use overhead and acetate with image of a Sheet of Ice to explain where curlers position themselves during a game.
- Demonstrate player positions by choosing four students to wear the position signs. Have them physically move through the following activity, using the entire length of the classroom.

  A. Set them up in the room as if they were on a sheet of curling ice.
  B. Explain how the lead throws two stones – alternating with the lead on the other team – while the second and third sweep or brush.
  C. Meanwhile, the skip is the captain and he/she tells each player what shot to throw and holds the target for the curlers to aim their stones at.
  D. Next, the second will throw two stones, with the lead and the third acting as sweepers.
  E. Then the thirds have their turn to throw.
  F. Finally, the skip throws while the third holds the target for him/her.
  G. Have the students walk through this sequence "throwing" all eight stones in one end.

Put the rest of the class in teams of four and let them walk through the eight shots (a little chaotic, but the students will enjoy it). If the classroom has rows of desks, the aisles can become your sheets of curling ice. Also, if space permits, the teacher may wish to incorporate FloorCurling equipment, if not available rubber balls or bean bags to simulate curling stones.

Workbook Activity: Have students complete the "Ladies and Gentlemen… Places, Please" activity on pages 12 and 13 of the Student Workbook – indicating where each player is positioned on the ice during the scenarios outlined.

Extensions: Have students discuss the game further with their families.

CLASSROOM ACTIVITY #4: SCORING THE GAME

Recommended Timeline: 30 minutes

Outcome: The students will gain a good understanding of how to score an entire curling game while using their math skills.

Location: Classroom

Materials Needed:
- Blackboard/whiteboard
- Scoring problems
- Student Workbook, pages 14 to 19

Content:
- Have students read "Game Objectives & Scoring" on pages 14 to 15 of their Student Workbook.
- Draw a sample scoreboard on the blackboard/whiteboard as indicated below:

Yellow															
SCORE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Red															

- Demonstrate a sample problem of scoring the following game:

End #1 Yellow Scores 1 point

End #2 Red Scores 2 points

End #3 Red Scores 2 points

End #4 Yellow Scores 3 points

End #5 Red Scores 4 points

End #6 Blank Scores 0 points

End #7 Yellow Scores 1 point

End #8 Yellow Scores 2 points

End Result: Yellow = 7, Red = 8

- Have students complete the "A Quiz to Prove You Were Reading" activity on page 16 of their Student Workbook.

Workbook Activity: Divide students into groups of two or three and have them work through the scoreboard problems on pages 17, 18 &19 of their Student Workbook.

CLASSROOM ACTIVITY #5: TERMINOLOGY OF THE GAME

Recommended Timeline: 30 minutes

Outcome: The students will understand and use the terms, ideas and words that are a part of curling.

This lesson can be ongoing. (i.e. a brief discussion followed by handing out the Curling Terms sheet, which the students can complete as the unit progresses). It is not essential for the students to memorize each of these terms.

Location: Classroom or gymnasium

Materials Needed:

- Overhead projector and screen
- Acetates – Sheet of Ice and The House (see Section 10: Appendices 1.0 and 2.0)
- Student Workbook, pages 6 to 9

Workbook Activity:

- Put the students in groups of two or three and have them work through the "Say What?!" activity on page 9 of their Student Workbook – matching curling terms using a Glossary that can be found in their Workbook.

Extensions: Students keep their Curling Terms sheet and have their parents or a curler they know help them to complete (and understand) the terms listed.

CLASSROOM ACTIVITY #6: FIND A WORD

Recommended Timeline: 15 Minutes

Outcome: Have students become familiar with commonly used terms in the game of curling while utilizing their language skills.

Location: Classroom

Materials Needed: Student Workbook, page 20

Workbook Activity: Have the students complete the "Can You Find These Words?" activity on page 20 of the Student Workbook.

Find the listed words in the puzzle below. Words can be written forwards, backwards, vertically and diagonally.

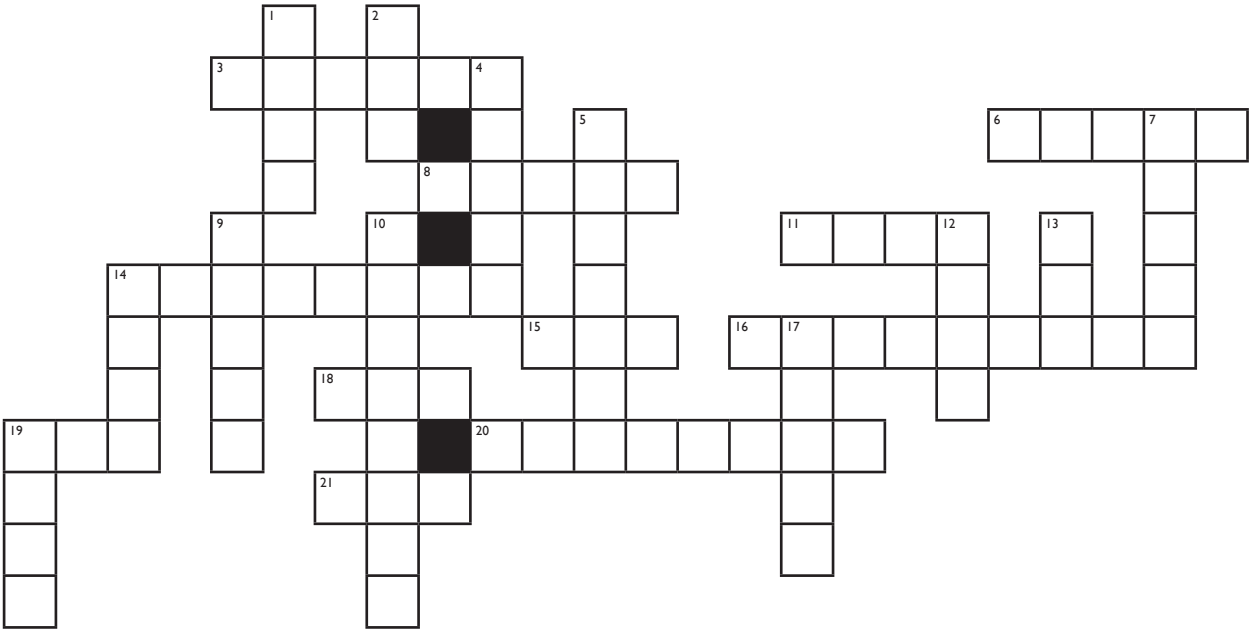
e	l	y	p	b	d	w	b	p	k	t	e	d	w	a
c	z	i	v	n	o	r	a	c	d	o	l	e	b	b
i	k	e	o	a	u	n	a	r	k	h	b	l	r	s
s	c	c	e	s	e	h	s	j	d	s	b	i	o	p
x	e	e	h	r	i	h	k	p	z	u	e	v	o	a
s	t	e	a	m	f	t	v	v	i	c	p	e	m	r
e	q	u	i	p	m	e	n	t	u	e	b	r	t	e
n	o	t	t	u	b	e	q	r	t	s	l	y	i	y
s	h	e	e	t	y	q	l	i	d	u	l	e	a	d
b	p	e	e	w	s	i	h	k	c	o	r	i	s	s
e	r	q	j	t	n	w	e	i	g	h	t	s	d	g
m	k	i	o	g	p	l	r	l	b	d	g	u	r	e
a	h	n	e	i	l	a	i	w	u	n	n	i	r	f
g	e	r	d	r	a	u	g	n	i	r	n	e	c	n
q	h	o	g	e	y	b	b	r	e	k	e	c	i	v

Bonspiel	Draw	Heavy	Pebble	Sheet	Team
Brier	End	Hit	Play	Shot	Tee
Broom	Equipment	Hog	Rings	Slide	Turn
Brush	Freeze	House	Rink	Spare	Vice
Button	Game	Ice	Rock	Skip	Weight
Curling	Guard	Lead	Rule	Stone	
Delivery	Hack	Line	Second	Sweep	

CLASSROOM ACTIVITY #7: CROSSWORD PUZZLE

Recommended Timeline: 20 minutes

Outcome:	Have students become familiar with commonly used terms in the game of curling while utilizing their language skills.
Location:	Classroom
Materials Needed:	Student Workbook, page 21
Workbook Activity:	Have the students complete the "What's With the Empty Boxes? Fill 'em Up!" activity on page 21 of the Student Workbook. Use the clues to complete this puzzle.



Across

3. The person who throws rocks after the lead.
6. The target or circles.
8. This is what the sweeper uses.
11. Several of these make up a game. Once they have all been played, sixteen rocks will have been thrown.
14. What the skip uses to try and outsmart the opponents.
15. The opposite of HERS is _____.
16. Having good _____ is the same thing as having good manners on the ice.
18. If your team has more points, you _____!
19. When your skip wants a draw shot, he will often _____ the ice, where he would like the shot to stop.
20. The skip holds the broom in the house. One player is delivering a rock. The other two players are called the _____.
21. This is the name of the line that runs across the ice in the middle of the house.

Down

1. One penny is also called a _____.
2. If a rock doesn't go over the hog line, it is called a _____.
4. When the ice is not clean, it is _____.
5. If rocks don't cross this line, they are removed from play.
7. After an end, two red stones are closest to the button. The red team would get a _____ of two.
9. Rocks that are thrown with just enough weight to reach the house are called _____.
10. When you throw a rock from the hack, it is called a balanced, flatfoot _____.
12. You eat it out of a bowl, and crackers go with it.
13. A kind of shot that knocks the opposition's rocks out of the house.
14. This person is the team leader.
17. These are what make the rocks curl.
19. What you put on the bottom of your sliding foot, if you don't have a slider.

CLASSROOM ACTIVITY #8: PULLING IT ALL TOGETHER

Recommended Timeline: 15 minutes

Outcome:

To assess the general knowledge of the students with regard to previous lessons taught.

The students will know the very basic rules and some traditional etiquette associated with the game.

(Warning: The rules and etiquette section can be a disastrous lesson if done as a lecture for 40 minutes. Introduce these a few at a time, when a teachable moment occurs. It is not essential that they memorize each of these items).

Location:

Classroom, gymnasium or on the curling ice

Materials Needed:

- Overhead projector and screen
- Acetate - Sheet of Ice (see Section 10: Appendix 2.0)
- Orientation Section of Getting Started in Curling – A Teaching Guide for Introducing Students to the Sport of Curling
- Student Workbook, pages 22 & 23

Content:

- Discuss:

- The rules of the game have been established to ensure fair play and for the benefit and safety of the players.
- The traditions of sportsmanship and fair play are an integral part of the rules and etiquette for curling.
- Officials are not a part of the game until the higher levels of competition.
- Teams apply the rules on their own, in a fair way.
- By the conclusion of this unit, students should know the following:
    - Curlers should have clean footwear that will not damage or litter the playing surface.
    - Food and beverages (except for water bottles) should not be taken onto the playing area.
    - Every game begins and ends with curlers shaking hands with members of the opposing team.
    - Curlers should always be ready to deliver or to sweep when it is their turn.
    - Only skips and thirds are allowed to stand in the house area. They should stand still, well back of the house, and ensure their brooms are held off the ice while the opposition is preparing to deliver.

  - Curlers should be very careful when pushing stones into corners in preparation for the next end. They should ensure that all players are made aware of any stones being pushed in their direction.
  - Curlers should always be on time for a practice or game. If a player is going to be absent, they should let the instructor, program organizers, or team members know in advance so that spares can be arranged.

- Use the overhead projector and Sheet of Ice acetate to help with the explanation.
- Ask for questions on other rules and situations.

Workbook Activity: Have students complete the "Pulling it All Together" activity on page 23 of the Student Workbook. Discuss the answers as a large group. Clarify any areas of the game that were misunderstood or not covered during your lessons.

Extension: Ask parents or other curlers about other rules students should know.

The following activities/experiments are intended for older students. These activities are not included in the student workbook.

TOPIC: INERTIA AND MOMENTUM (EXERCISE #1)

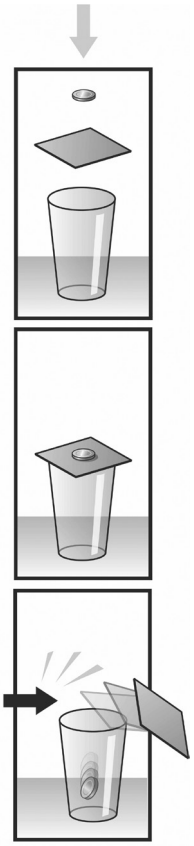
Recommended Timeline: 15 minutes

Problem: What are inertia and momentum?

Location: Classroom

Materials Needed:

- Drinking Glass
- Card, approximately 4" x 4"
- Coin



Procedure:

1. Explain "inertia" (a body in motion tends to stay in motion or a body at rest tends to stay at rest unless acted on by some outside force).
2. Explain "momentum" (the force with which a body moves).
3. Place card on glass.
4. Place coin in the middle of card.
5. Give the card a quick flick, as shown below.

Results:

1. The card will be knocked off the glass.
2. The coin will fall into the glass.

Other Information:

1. The force on the card produced enough "momentum" to have the card knocked off the glass.
2. The "inertia" of the coin (the tendency to stay at rest) kept the coin from moving sideways when it lost its support; gravity caused it to fall into the glass.
3. "Momentum" is equal to the mass times the velocity.
4. The greater the mass or the momentum, the greater will be the = force required to stop the object.

Thought Questions:

1. When a person gets on a bicycle to ride it, does it have any "inertia?"
2. When he/she is underway riding the bicycle does he/she have any "inertia?"
3. When brakes are applied to an automobile in motion, why doesn't it stop instantaneously?

TOPIC: MOMENTUM (EXERCISE #2)

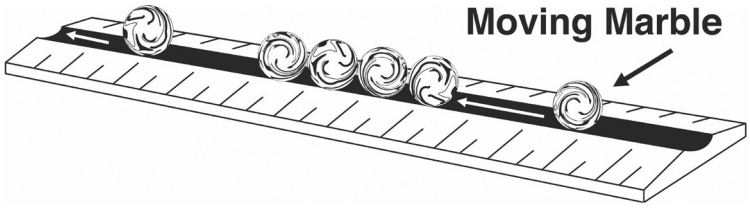
Recommended Timeline: 20 minutes

Problem: Demonstrate conservation of momentum

Location: Classroom

Materials Needed:
- Plastic Ruler (30 cm long, with centre groove)
- Seven Identical marbles

Procedure:
1. Place six marbles in the groove of the ruler all next to, and touching, each other.
2. Take one marble and let it roll from about 10 centimetres away, and with some speed, against the other six marbles.
3. Place the marbles back in their original position and roll 2,3,4, etc. against the stationary marbles.



Results: If all the marbles are identical in mass and size, whatever number of marbles that roll against the row of stationary ones will move the same number away from the stationary row. These last moving marbles are just taking over the momentum that the first marbles imparted.

Other Information: The momentum of a moving object is the product of its mass and its velocity (mv). When this is imparted to another stationary object, this second object will have the same initial momentum (m1v1-m2v2).

Thought Questions:
1. Would the marble move away faster if hit with a marble moving at a faster speed?
2. What would happen if an 85-kilogram running back (football) ran straight into a 135-kilogram defensive line backer?
3. How does the colliding marbles example apply to curling?

TOPIC: MOMENTUM (EXERCISE #3)

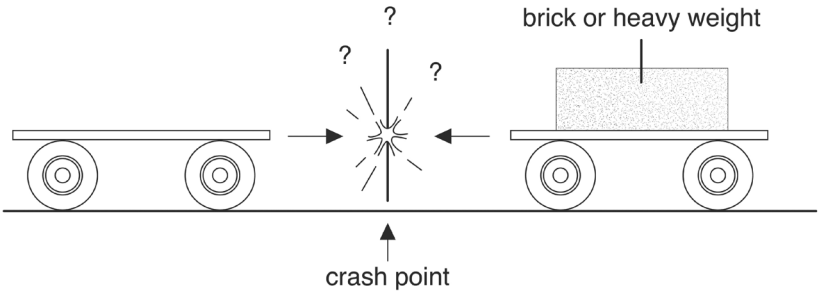
Recommended Timeline: 15 minutes

Problem: Demonstrate conservation of momentum, where mass is not equal.

Location: Classroom

Materials Needed:
- A pair of roller skates (or two scooter boards)
- A brick or other heavy object.

Procedure:
1. Place a brick on one of the roller skates.
2. Have two students hold one skate each, about a metre (3.3 feet) apart on a smooth surface.
3. On the count of three, ask the students to roll their skates toward each other at the same speed.



Results: The skate with the brick has a much larger mass and thus a much larger momentum. At the point of impact, the object with the larger momentum will keep on moving in the same direction, whereas the one with the smaller momentum suddenly has to reverse its direction of movement.

Other Information: The velocity of any object on the "vehicle" with the smaller mass would be the sum of the speeds of both vehicles.

Thought Questions:
1. If an egg were tied with a rubber band to each of the skates, which would most likely break?
2. What motor vehicles can the skates be compared to?

TOPIC: FRICTION

Recommended Timeline: 20 minutes

Problem: How can we demonstrate the change of sliding friction to rolling friction?

Location: Classroom

Materials Needed:
- Fifteen or twenty marbles, all the same size
- Heavy book
- Large coffee can lid

Procedure:
1. Put the book on the floor and try to spin it.
2. Put the marbles on the floor and cover them with the lid.
3. Put the book on the lid and try to spin it.

Results:
1. The book will not spin when placed on the floor.
2. When placed on the marbles, the book spins easily.

Other Information: This principle of overcoming friction has direct applications in hundreds of machines.

Thought Questions:
1. How does this differ from the old wheel and axle?
2. Where are the ball bearings located in your automobile?
3. Does a bicycle use rolling friction in all of its moving parts?
4. When curling, what do you use to reduce the friction between the rock and the ice?

TOPIC: TEMPERATURE (EXERCISE #1)

Recommended Timeline: 25 minutes

Problem: What is the difference between a Celsius (Centigrade) and a Fahrenheit thermometer?

Location: Classroom

Materials Needed:

- Fahrenheit thermometer (record in excess of 212°F)
- Celsius thermometer (record in excess of 100°C)
- Water
- Hot plate or heating device
- Small drinking glass
- Pan
- Stirring rod or spoon

Procedure:

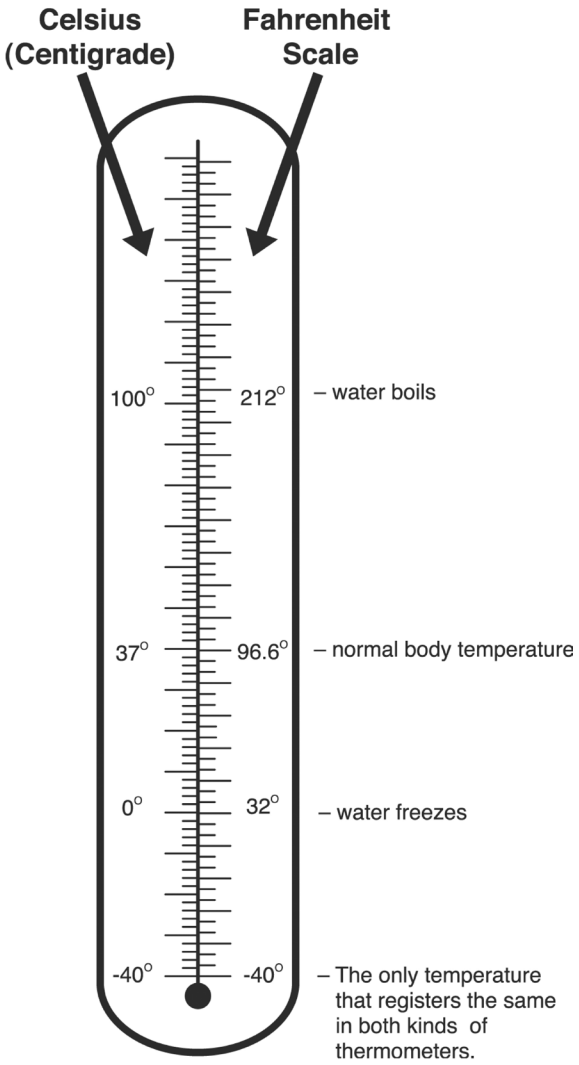
1. Put ice in glass of water and stir well.
2. Put thermometers in ice and take readings. Record findings.
3. Put water in pan and heat gently for about two minutes.
4. Place thermometers in water and record findings.
5. Return water to pan and heat again for several minutes.
6. Record findings again.
7. Return water to pan and heat water until it is boiling.
8. Place thermometers in water and record temperatures.
9. Have one student volunteer and take his body temperature orally.
10. Record findings.

Results:

1. Students will learn that temperatures can be measured on different scales.
2. Students might be able to determine the difference between the two readings (1° Celsius = 1.8° Fahrenheit).
3. Students will learn that ice melts at (or water freezes at) 0° Celsius or 32° Fahrenheit.
4. Students will learn that water boils at 100° Celsius or 212° Fahrenheit.

Supplemental Information:

A mock-up of a thermometer can be made by using a tall piece of Bristol board and a red ribbon that can be moved up and down. With Fahrenheit readings on one side and Celsius on the other side, students can quickly compare readings. Slits can be made at the top and bottom of the scales and a ribbon can be made that is half white and half red to fit the slits in a circle so that the ribbon can be easily moved to any temperature reading.



Thought Questions:

1. Why does the red-coloured mercury move in a thermometer?
2. Do all liquids boil at the same temperature?
3. What would happen if the temperature in a curling rink went up?

TOPIC: TEMPERATURE (EXERCISE #2)

Recommended Timeline: 25 minutes

Problem: How do we read a thermometer?

Location: Classroom

Materials Needed:

- Small-mouthed bottle
- Rubber stopper that fits in the bottle and has a hole in it
- Glass tubing
- Classroom thermometer, preferably with both Fahrenheit and Celsius scales
- Two glasses
- Heating device
- Water (plain and coloured)
- Ice
- Two bowls

Procedure:

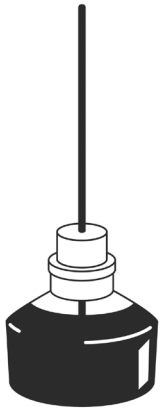
1. Teach the students how to read the scale on each thermometer scale.
2. Have students read the room temperature.
3. Warm some water and place in glass – read this temperature.
4. Put ice in another glass of water – read this temperature.
5. If you have an aquarium in your class, read this temperature.
6. Mix equal amounts of warm water and ice water – read this temperature.
7. Fill the small mouth bottle with coloured water.
8. Insert glass tubing in rubber stopper.
9. Push the stopper down in bottle until water rises an inch (2.54 centimetres) or so above the stopper.
10. Place this "thermometer" in a bowl of warm water.
11. Read the temperature.
12. Place this "thermometer" in a bowl of ice water.
13. Read this temperature.
14. Take temperatures by windows (inside and out).
15. Make charts and graphs of different temperatures throughout the school.

Results: The children will learn how to read the thermometer.

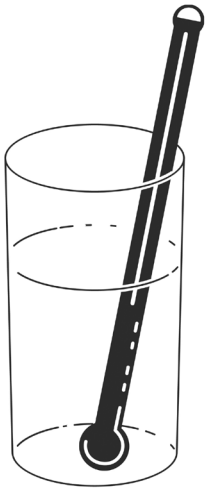
Other Information: Other kinds of thermometers can be brought in and discussed, such as oral thermometers, cooking thermometers, etc. Thermometers in the home and car can also be studied.

Thought Questions:

1. Are temperatures usually warmer outdoors or indoors?
2. How can we raise indoor temperatures?
3. What might be the approximate temperature in a curling rink, or of the ice itself?



Ink Bottle and Coloured Water



Warm Water in Glass

TOPIC: FREEZING WATER

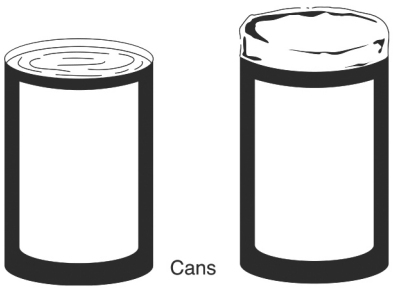
Recommended Timeline: 20 minutes + overnight

Problem: When water freezes does it expand or contract?

Location: Classroom

Materials Needed:
- Two small cans
- Water

Procedure:
1. Fill two cans with room temperature water (see that the cans are filled exactly to the top).
2. Place one can in the freezing compartment of the refrigerator.
3. Place the other can in the regular compartment of the refrigerator.
4. Let the cans stand until the next day (or until the one placed in the freezer is frozen).



Cans

Results: The water placed in the cooling compartment will have contracted so that it is no longer quite to the top of the can. The water that was frozen will be pushed out so that it extends above the top of the can.

Supplemental Information: Water expands when it is frozen. During freezing, this expansion exerts extreme pressure. If the can in the freezer has a tight stopper, the force will be great enough to break the can.

Thought Questions:
1. What happens when the radiator in an automobile freezes?
2. When you add antifreeze, what does this do to the water?
3. Why do icebergs float?
4. What causes some water pipes to break in the cold climate?

TOPIC: FREEZING OF DIFFERENT LIQUIDS

Recommended Timeline: 25 minutes + overnight

Problem:	Do all liquids react in a similar way when frozen?
Location:	Classroom
Materials Needed:	- Six to eight plastic photo film canisters with tight-fitting snap on lids (transparent canisters work best) - Six to eight different household liquids, such as water, salt water, milk, ketchup, honey, rubbing alcohol, ammonia, liquid detergent, cooking oil - Freezer tray or foil-lined shoe box lid - Freezer
Procedure:	1. Fill each canister with a different liquid. Label each container. Snap on covers and wipe off excess liquid. 2. Place canisters in freezing tray or shoebox lid. Place in freezer for 24 hours. 3. Have students predict results. 4. After 24 hours, remove the tray from the freezer and have students inspect canisters without handling them. 5. Have students open the canisters and examine the contents.
Results:	All liquids do not react the same way when frozen.
Other Information:	Water expands when it is frozen. During freezing, this expansion exerts extreme pressure; the canister should have lost its lid. Cooking oil will expand, but not solidify. Honey will usually crystallize without becoming completely solid. Milk or juice will freeze like water.

TOPIC: COOLING LIQUIDS

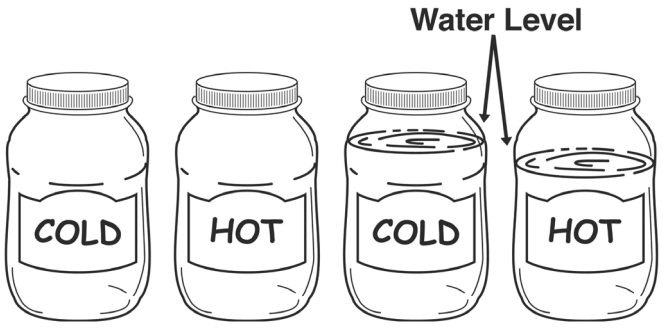
Recommended Timeline: 15 minutes + overnight

Problem: Does cooling cause liquids to contract?

Location: Classroom

Materials Needed:
- Hot water
- Cold water
- Two jars with covers

Procedures:
1. Fill one jar with hot water and label "Hot."
2. Fill the second jar with cold water and label "Cold."
3. Cover the bottles and set them aside until the next day.
4. Observe the water level in each of the bottles.



Results: The bottle marked "Hot" will show a lower water level than the one marked "Cold."

Other Information: The hot water has cooled so that it is the same temperature as the cold water and, when cool, it does not use up as much space as when it was hotter.

Thought Questions:
1. Is this principle true of all liquids?
2. Does water ever expand when cooled?
3. Why does ice float if water normally contracts and gets heavier (per volume) as it cools?

TOPIC: TEMPERATURE OF ICE

Recommended Timeline: 20 minutes

Problem: How cold does ice get?

Location: Classroom

Materials Needed:

- Paper towel
- Beaker or glass jar
- Crushed ice
- Salt
- Test tube
- Water
- Thermometer

Procedure:

1. Fill the beaker or glass jar with crushed ice.
2. Put some water in the test tube.
3. Put the thermometer in the test tube such that it can be read.
4. Place the test tube in the ice in the beaker.
5. Stir a generous amount of salt into the crushed ice. Note the temperature of the water in the test tube.
6. Immerse the test tube in the mixture of crushed ice and salt. Let it stand for several minutes, then note the temperature.

Results: As long as the water is immersed in the ice alone, the temperature does not go below freezing and the water will not freeze. As the water in the test tube is placed in the mixture of salt and ice, the temperature of the water is lowered below the freezing point and the water in the test tube freezes.

Other Information: Salt lowers the freezing point of water. This causes the water in the test tube to freeze.

Thought Questions:

1. Will a large amount of salt added to ice create a lower temperature than a small percentage of salt added to water?
2. Why is salt used in making homemade ice cream?
3. Do you think salt lowers or raises the boiling point of water?
4. Why do you use salt mixed with cold water (brine) in the pipes under the curling ice to freeze the ice?

TOPIC: ROCKS ON ICE

Recommended Timeline: 15 minutes

Problem: Why do curling stones slide on ice?

Location: Classroom

Materials Needed:

- Smooth surface (desk or table)
- Piece of coarse fabric, e.g. linen or rayon
- Ice cubes
- Water

Procedure:

1. Slide some ice cubes on a smooth surface (i.e. desk or table).
2. Slide some ice cubes on a table covered with coarse fabric.
3. Which slides better?
4. Sprinkle the smooth surface with some water.
5. Does the ice cube slide faster?
6. Write down your observations from this experiment.

Thought Question

1. Which surface do you think would be most similar to a curling rink? Why?

TOPIC: MULTIPLICATION

Recommended Timeline: 25 minutes

Problem: You are the Ice Technician at the "Maple Leaf Curling Club." During the summer, when there is no curling being played, the rocks must be stored on shelves.

Each shelf can hold 100 kilograms. Curling rocks weigh 18 kilograms each. The "Maple Leaf Curling Club" has six sheets of ice.

In a curling game, two teams play each other on one sheet of ice. Each team has four players and each player throws two rocks.

Do the following calculations:

1. How many rocks are there on each sheet of ice? How many rocks can be found in the "Maple Leaf Curling Club?"
2. What is the total weight of the rocks on one sheet of ice? What is the total weight of the rocks at the "Maple Leaf Curling Club?"
3. How many rocks can be stored on each shelf?
4. How many shelves do you need to build?

Other Suggestions: Change the number of sheets of ice in the curling club.

Change the amount of weight each shelf can hold.

TOPIC: WEIGHT AND DENSITY

Recommended Timeline: 25 minutes

Relevant Information:

Most curling stones weigh approximately 18 kg.

The current Canadian Curling Association rule book states that:

No stone, including the handle and the bolt shall be of greater weight than 19.96 kg, have a greater circumference than 91.44 cm or be less than 11.43 cm in height measured between the bottom and top of the stone.

There is a variance in the weight of curling stones, because stones are mined naturally and then formed into curling stones. Most of the granite used for curling stones come from the Scottish Island, Ailsa Craig.

Thought Questions:

1. Have students estimate how much 18 kilograms is.
2. Have students assemble items that weigh 18 kilograms (books, bricks, dog food, potatoes, water, small children, etc.)
3. Have students compare the size of these 18-kilogram items with an actual curling stone.
4. Have students estimate how much space 18 kilograms of popped corn would take up.
5. Is there anything else in the school whose density is greater than a curling stone?
6. How is it possible to deliver a curling stone 138 feet (42 metres)?

TOPIC: DATA MANAGEMENT (EXERCISE #1)

Recommended Timeline: 30 minutes

Problem:

You are the Director of Competition for a national championship to be held at the "Maple Leaf Curling Club." This curling club has six sheets of ice. You have decided to put bleachers on two sheets of ice so that more people may come to watch the games.

It has been decided that the competition will use a "round robin" format, and that there will be one team from every province and territory. Teams are allowed to play a maximum of two games per day.

It is your job to make up the "draw" (game schedule):

To make up the draw, you must determine the following:

1. How many teams will be participating? How many sheets of ice will you use?
2. How many games must each team play? How many games will be played all together?
3. How many days will it take to play these games? How many "draw" times will be needed each day? ("Draw" time refers to the time the game will start.)

Note:

"Round robin" format means each team plays every other team once.

Don't forget that two teams play against each other on one sheet of ice.

TOPIC: DATA MANAGEMENT (EXERCISE #2)

Recommended Timeline: 45 minutes

The following are results from a bonspiel held at the "Maple Leaf Curling Club." Eight teams (Team 1,Team 2, etc…) are entered in the bonspiel.

Thursday	Ice #1	Ice #2	Ice #3	Ice #4
Draw #1	2 def.1	5 tie 6	4 def. 3	8 def. 7
Draw #2	3 def. 1	6 tie 8	5 def. 7	2 def. 4

Friday	Ice #1	Ice #2	Ice #3	Ice #4
Draw #1	7 def. 4	5 def. 2	3 tie 8	1 tie 6
Draw #2	8 def. 5	4 def. 1	6 def. 7	3 def. 2

Saturday	Ice #1	Ice #2	Ice #3	Ice #4
Draw #1	2 tie 6	7 def. 3	1 def. 5	8 def. 4
Draw #2	5 def. 3	2 tie 8	4 def. 6	7 def. 1

Sunday	Ice #1	Ice #2	Ice #3	Ice #4
Draw #1	8 def. 1	5 def. 4	3 tie 6	2 tie 7

(def. means defeated)

Points awarded for the competition were as follows:

Win = 6 points

Tie = 3 points

Loss = 0 points

Problems:

1. Make a chart showing the results (total points for each team) of this bonspiel.
2. Make a bar graph showing bonspiel results for teams 1,2,3 and 4.
   a. Which team had the most points?
   b. Which team had the least points?
   c. What was the total number of points scored by all four teams?
3. Make a pie chart showing bonspiel results for teams 5,6,7 and 8.
   a. Which team had the most points?
   b. Which team had the least points?
   c. What was the total number of points scored by all four teams?

4. Make a line graph showing daily bonspiel results for each team (1 through 8)

   a. Which team was the winner of the bonspiel?

   b. What was the winning teams total number of points?

   c. What were the total points scored by teams 4,5,6 and 7?

   d. What team came in second place?

   e. Each team was given $45.00 for each point scored. What was the total amount of money given out at this bonspiel?

   f. How much money did the winning team earn on the weekend?

7. CURLING IN THE GYM

This section will:

- Provide you with a warm-up routine for both the ice and gym.
- Provide an opportunity for students to learn skills on "dry land", where there is less fear of slipping and falling.
- Provide an opportunity to apply principles and skills learned in the classroom.

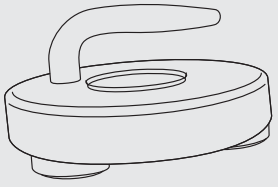
RECOMMENDED TIMELINES:
Please find the recommended timelines listed under each student activity in this section.

DVD REFERENCE RESOURCE:

- Getting Started in Curling *Instructional DVD: In the Gym: Delivery*
- Getting Started in Curling *Instructional DVD: In the Gym: Brushing*

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TEACHING PROGRESSIONS IN THE GYM

The previous sections of this manual introduced you to each of the essential skills your young players will need in order to have an enjoyable start to the sport. You are encouraged to refer back to the detailed skill descriptions, as required. Please note, this section of instructions also uses the whole-part-whole method for teaching students skills.

WARM–UP ROUTINE **(Recommended Timeline: 10 minutes)**

Before embarking on any physical activity, it is important to properly warm-up and stretch the muscles, thereby reducing the risk of injury. The same rule applies to curling, both in the gym and on the ice. Each session, whether it's a game or practice, should include a warm-up. For young curlers, the warm-up should consist of movement activities and stretches that are varied and fun.

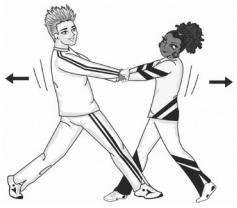
Activities

Movements and activities should raise the curlers' heart rates to prepare them for participating in curling drills and games. Exercise also delivers blood to the muscles, warming them so that dynamic stretching becomes more effective. These activities can be done alone or with a partner. Warm-up activities should first consist of an aerobic activity such as jogging on the spot, jumping jacks or knee-high stepping.

Warm up activities should first consist of an aerobic activity such as jogging on the spot, jumping jacks or knee high stepping for a couple of minutes to get the heart rate up.



WINDMILLS



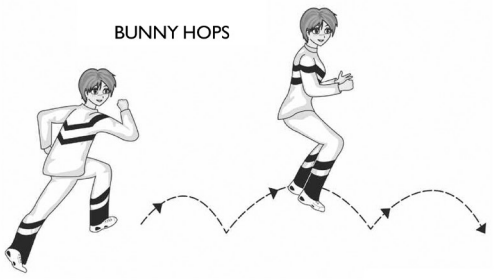
PARTNER PULL
(HOLD PARTNER'S WRIST)



PARTNER PUSH



TWO-FOOTED
JUMPS



BUNNY HOPS



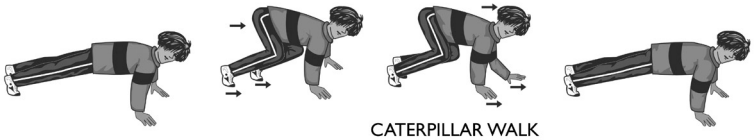
PARTNER SQUATS



JOGGING ON THE SPOT,
JUMPING JACKS AND
KNEE HIGH STEPPING



CRAWL
THROUGH



CATERPILLAR WALK

Now that the heart rate has been elevated, it is time to do some dynamic stretching.



KNEE BOXING



SPRINT PULL



SAWING WOOD



OVER-UNDER



TRUNK TWIST



OVER-UNDER (CONT.)



FRONT LUNGE



SIDE LUNGE

THE OFF-ICE DELIVERY PROGRESSION

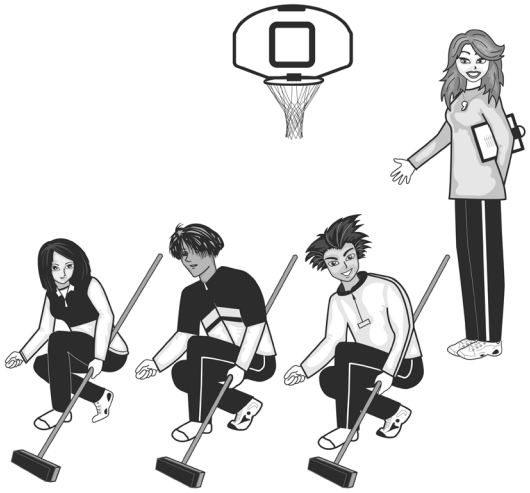
Recommended Timeline: 25 minutes

Introducing young people to the sport of curling can best be accomplished in a school gym, a town hall, or any open area with a tile or hardwood floor. This ensures a safe environment for your first-time curlers. The following steps, combined with a few equipment modifications, will help you introduce the basic curling delivery.



Step #1: Final Slide Position

- Learning the final slide position first will enable the curler to know what position to move into at Step 4.
- Give a brief demonstration of the final slide position, and then have the curlers get into a stationary slide position so that they can "feel" the proper balance and body position.
- Real brushes, brooms, plastic or real hockey sticks, lacrosse sticks, or broom ball brooms can be used for the delivery device.

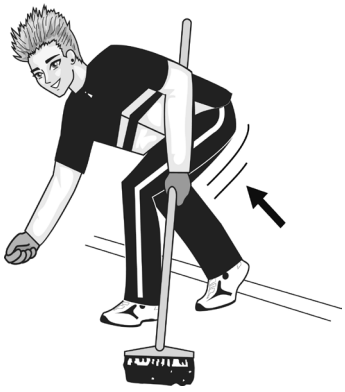


Step #2: Stance ("On your Mark")

- Next, you will want to break down the curling delivery into teachable parts.
- Begin by having the curlers get into a proper stance position along a sidewall.
- Students should have thick socks on their sliding foot.

Step #3: Start Up ("Get Set")

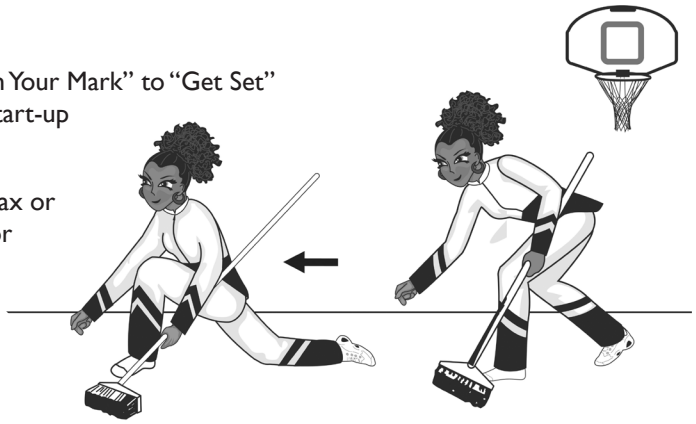
- From the stance, have the curlers elevate their hips and rise to a "semi-crouch position".
- Heel of "hack foot" can be braced against the wall.

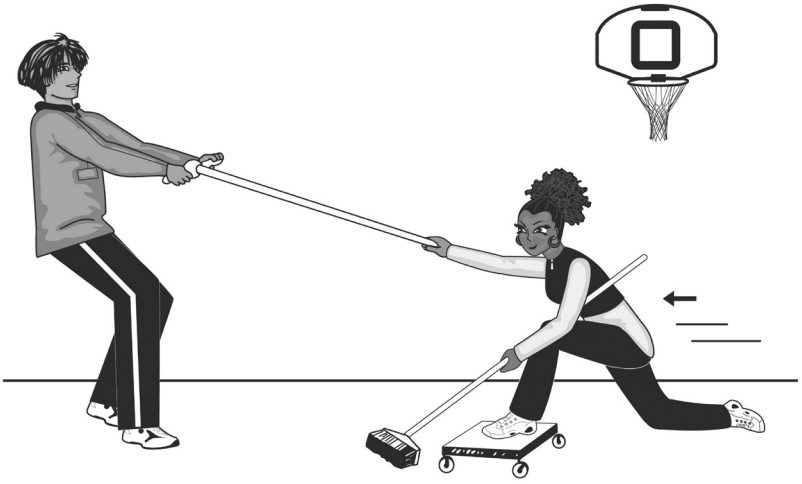


Step #4: Forward Motion ("Go!")

Once everyone is comfortable getting from the "On Your Mark" to "Get Set" positions, have the curlers push forward from the start-up position and extend to the final slide position.

If the facility you are using permits it, apply dance wax or shuffleboard wax to the floor to help make the floor more "slippery".

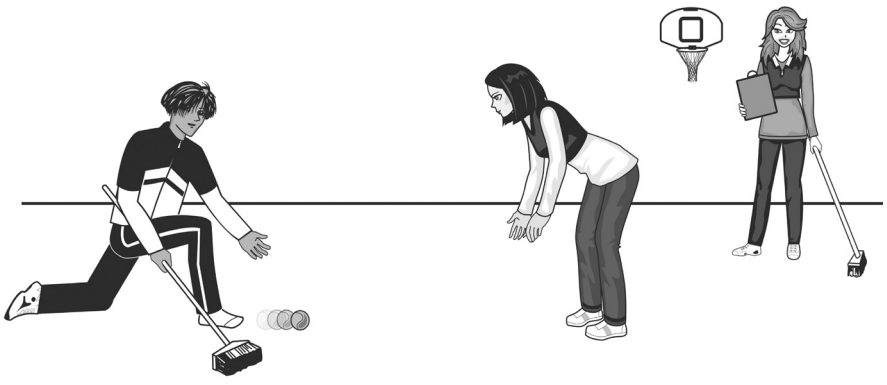




Instruction Tip:
A very effective way of simulating the sliding motion is to have curlers assume the forward slide position, with their sliding foot placed on a scooter board. To simulate the slide, have another curler "tow" them around the floor.

Step #5: Start-up, Step-Back and Go!
Once your curlers are comfortable with the final slide position, add the step-back to the delivery progression.

Curlers should move from the stance to the start-up position, then step back with their sliding foot, followed by a push-forward to the final slide position.



Step #6: Go and Throw!
Introduce a delivery object for the curlers to slide or roll along the floor (if Floor Curling stones are not available try chalkboard brushes, balls, plastic bottles filled with sand, etc.). Having the curlers work with a partner will help with the retrieval of delivery objects.

Incorporating a target object (bowling pin, pylons, etc.) will add to the fun!

OFF-ICE GAMES AND ACTIVITIES

Recommended Timeline: 15 minutes/game

Directional Game – "Knock Out"



Objective: To practice line of delivery by trying to knock over target objects (e.g. plastic bottles, milk cartons, bowling pins, etc.). As skills improve, increase the distance between thrower and target objects.





Variation: Make up teams of two or four curlers. Using two sets of target objects, one at each end of the playing area, create a scoring system based on the number of bottles knocked over within a predetermined number of throws per team.

Distance Game



Objective: To gain a sense of distance or weight by trying to get delivery objects (bean bags) close to a target object (e.g. a traffic cone or mark on the floor). As curlers' skills improve, increase the distance between thrower and target objects.

Variation: Assign players to teams. Using two sets of target objects at opposite ends of the playing area, create a scoring system based on getting objects (e.g. chalkboard brush) closest to the target. For example, two points for touching the target; one point for each brush or puck closer to the target than those of the opposition.

Off-Ice Curling Game

Objective: To introduce game objectives, scoring and rules using a simulated curling playing surface. (Use masking tape and/or chalk to create rings and lines.)

Variations: To keep all curlers involved, experiment with few players per team, shorter games (e.g. four or six ends) or varying distances between target rings and throwers.

THE OFF-ICE SWEEPING/BRUSHING PROGRESSION

Recommended Timeline: 20 minutes

Sweeping skills can be taught in any open area with a tile or hardwood floor.

Step #1: Stance and Grip – Stationary
Begin by having your curlers assume the proper position (including stance and grip on the brush). "Brushes" can be the real thing, plastic hockey sticks, broom-ball sticks, etc.





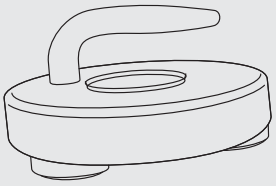
Step #2: Sweeping on the Spot
Have the curlers sweep without moving their feet, just to get the feel of the back and forth motion of the brush.

Step #3: Footwork
Incorporate footwork and forward movement with the sweeping motion.

Step #4:Throw and Sweep
Introduce a Floor Curling stone (or ball, pylon) to be swept. Start by slowly pushing or guiding the object for the sweepers, then progress to letting the object roll or slide on its own, with the curler sweeping as it goes.

Step #5: Put it all Together
Incorporate a delivery object into your partner-sweeping drills by having a third person guide an object across the floor as the two brushers sweep.

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OFF-ICE SWEEPING ACTIVITY

Recommended Timeline: 10 minutes

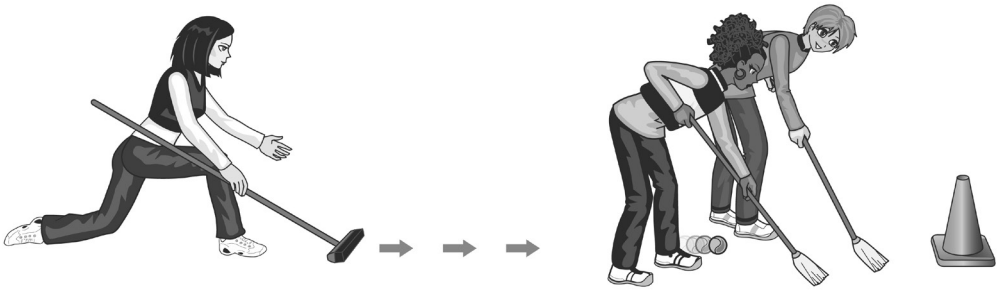
Directional Game – "Sweep, Hurry, Hard!"

Objective: To improve sweeping technique and apply skills in a mock-game situation, by incorporating a thrower, sweeper(s) and a target object.

Equipment Options: Introducing curling in an indoor setting can easily be done with Floor Curling equipment. If this is not available it can be achieved with some modifications. The following items are useful in simulating a curling environment:

Curler's Equipment	• Floor hockey or ringette sticks to simulate the brush in delivery or sweeping • Brooms/brushes, if available • Scooter boards to simulate sliding motion
Delivery Objects	• Small air-filled balls, softballs, chalkboard brushes or bean bags
Target Objects	• Small pylons • Plastic pop bottles, juice containers filled with sand or milk cartons
Playing Surface Modifications	• Masking tape, chalk • Dance wax or shuffleboard wax





8. CURLING AT THE RINK

This section will provide you with:

- A step-by-step progression on how to introduce your students to the curling rink.
- A method to ensure that curling delivery skills and sweeping

REMEMBER: Your students will want to play games! Ensuring their first experience on the ice is a positive one may "hook" a curler for life!!

RECOMMENDED TIMELINES:
Please find the recommended timelines listed under each student activity in this section.

DVD *REFERENCE RESOURCE:*

- Getting Started in Curling *Instructional DVD: In the Gym: Delivery*
- Getting Started in Curling *Instructional DVD: In the Gym: Brushing*

WARM-UP ROUTINE

Before embarking on any physical activity, it is important to properly warm-up and stretch the muscles in order to reduce the risk of injury. The same rule applies to curling, both in the gym and on the ice. Each session, whether it's a game or practice, should include a warm-up. For young curlers, the warm-up should consist of both movement activities and dynamic stretches that should be varied and fun. Refer to the previous section for a complete sample of warm-up activities and dynamic stretches.

Recommended Timeline: 10-15 minutes

EQUIPMENT OPTIONS

Assuming that curlers have warm, loose clothing and that curling brushes are available, the following items may be used when introducing students to the sport in a curling rink.

Remember that when in doubt, check with your curling club contact or the ice technician at the rink.

Curler's Equipment	(providing students have clean running shoes with pliable soles) • Duct tape, wrestling mat tape or electrical tape for the sole of the shoe on the sliding foot covered with a portable gripper • Slip-on sliders (often provided by local curling rink)
Delivery Objects	• "Little Rocks" or regular curling stones found at curling rink • Beanbags, pucks, ringette rings, etc. • Jam cans, bleach bottles, plastic jugs or pop cans filled with heavy material, with a handle attached
Target Objects	• Vinyl traffic cones • Plastic pop bottles, juice containers, tissue boxes • Plastic ice cream pails, large plastic cups
Playing Surface Modifications	• Sideboard temporary hacks • Portable backboards and hacks to shorten and lengthen the playing surface, as required

ON-ICE DELIVERY PROGRESSION

Recommended Timeline: 40-50 minutes

Introducing the basic curling delivery to young curlers in a curling rink requires some adjustments.

To begin with, an off-ice introduction/demonstration before going on the ice is still necessary. Once your curlers are ready to move onto the ice, use the following progression steps:

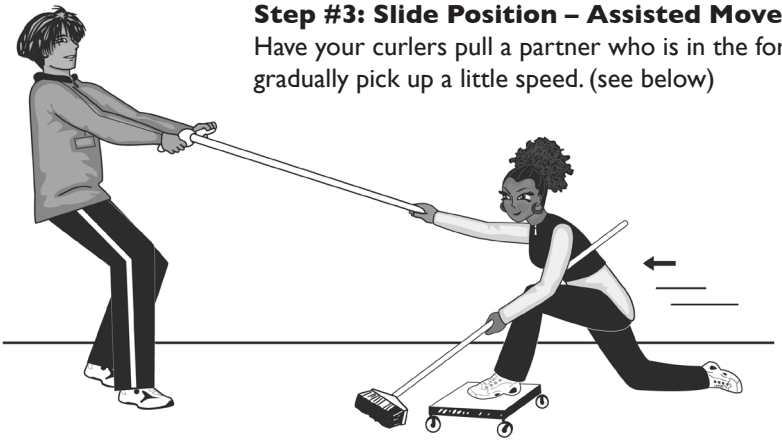
Step #1: Ice Orientation
For new curlers, safety on the ice should be a definite focus. Explain and demonstrate the correct way to step onto the ice (non-sliding foot first) and give the curlers ample time to move around and get comfortable in their new surroundings. Have them travel back and forth down the length of the ice several times using a push and glide motion with their feet.
Recommended Timeline: 10 minutes

Recommended Timeline for Delivery Progression (Steps #2 - 7): 30-40 minutes

Step #2: Slide Position – Stationary
Using the sideboards for balance, have your curlers get into a stationary slide position, without a brush and with both hands on the sideboards.

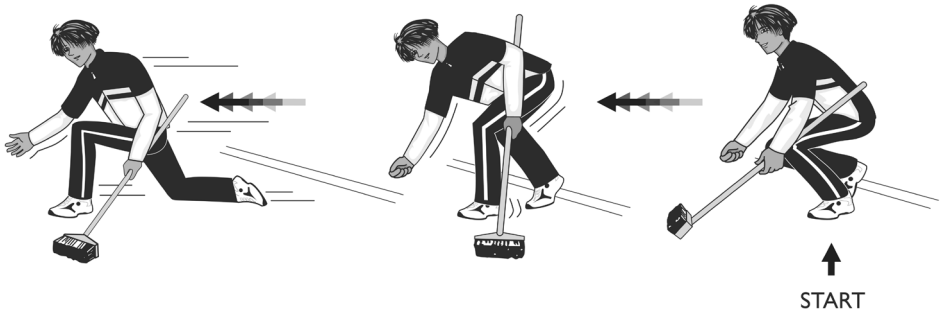
Once they are comfortable, have them push and pull themselves toward and away from the boards. This will help your curlers get a feel for their body weight on their sliding foot. Ensure that their sliding foot is under the centre of their chest and is flat on the ice.





Step #3: Slide Position – Assisted Movement
Have your curlers pull a partner who is in the forward slide position. Start slowly and gradually pick up a little speed. (see below)

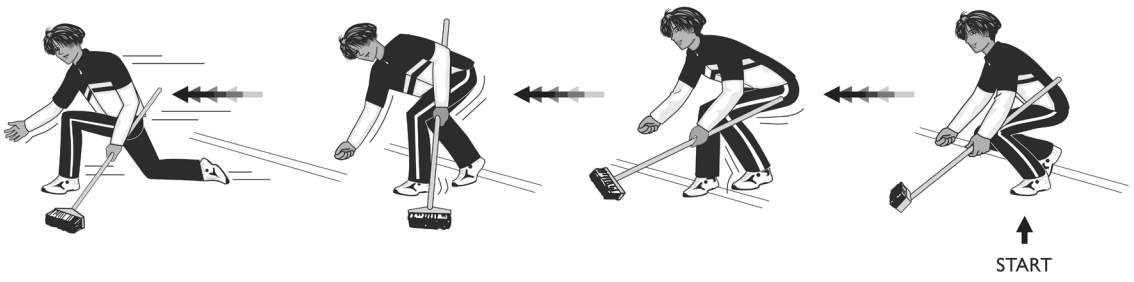
Step #4: Stance, Start-up and Go!
Along the sideboards, have the curlers assume the stance position with the heel of the "hack foot" (the gripper foot) positioned against the board. Then move them into the start-up position (rise to a semi-crouch position), followed by a push-forward, extending into the final slide position.



Balance is the most important part of this exercise.

To increase their stability and confidence, have the curlers place their brush flat on the ice in front of them. They can move the brush into the normal position once they're comfortable.

Step #5: On Your Mark, Get Set and Go!
- The curlers should now add a step-back to the delivery progression.
- From the hacks, have the curlers move from the stance to the start-up position, then step back with the sliding foot, followed by a step-forward with the sliding foot and finally a push-forward into a forward slide.
- Balance is the most important part of this drill and it is achieved by keeping:
  - A flat foot under the centre of the chest when sliding
  - A small amount of pressure on the brush when sliding
  - A trailing leg straight out behind the body



Step #6: Go, Slide and Glide!
Add a delivery object to the delivery progression. Start with a lighter weight object (e.g. an empty pop can, bean bag or puck), then move on to a curling stone or modified version of a stone (little rock).

Have the curlers complete the forward slide with the delivery object in hand without releasing it. Just slide and glide!





Step #7: Go, Slide and Throw!
Have the curlers perform the complete delivery and release the stone (real or little rock) in a safe, controlled manner.

ON-ICE GAMES AND ACTIVITIES

Recommended Timeline: 10-15 minutes/game

Directional Game – "Grab the Broom"

Objective: To practice the line of delivery by sliding towards a stationary target. As curlers' skills improve, change the line of delivery (target) or the distance that curlers must slide.

Variation: The item to be "grabbed" could be a broom, a paper cup or a plastic juice container.



Directional Game – "Drop the Bag in the Bucket"

Objective: To practice the line of delivery using a delivery object. The distance and the angle of delivery can be adjusted as curlers' skills improve.

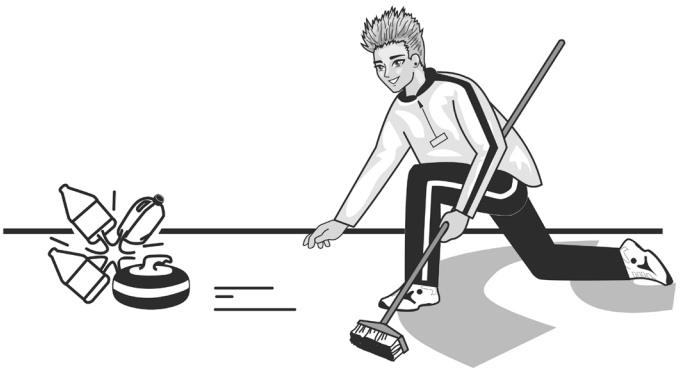
Variation: To heighten the challenge for curlers, award points (to individuals or teams) for bean-bags dropped in a plastic bucket.



Directional Game – "Ice Bowl"

Objective: To practice line of delivery by using a curling stone (real or modified) to knock over target objects (e.g. plastic bottles, milk cartons, etc.).

Variation: Divide curlers into teams and award points for bottles knocked down.



Distance Game – "Bumper Curl"

Objective: To gain a sense of distance and weight by getting the curling stone close to a target object (e.g. traffic cones, tissue box, etc.). Position the target object based on your curlers' abilities.

Variation: With curlers divided into teams, create a modified curling game, whereby the curler with the closest stone to the pylon scores. Subtle bumping of the pylon is acceptable.



Modified Curling Game – "Shuffleboard on Ice"

Objective: To add variation to the traditional rules of curling and increase the degree of success for individual curlers.

Each team will deliver an equal number of stones down the ice. All stones in play count for points. A stone on the rings counts for two points and on the button counts for three. All other stones count for one point. The backline denotes out-of-play (i.e. rocks crossing over the backline are out). Sideboards are "live" and can be used to a curler's advantage.

Variation: If the length of the entire ice surface presents too much of a challenge for young curlers, create "points zones" using pylons, tissue boxes, plastic bottles, etc. placed part-way down the ice.

Note: The points zones will change shape due to stone displacement, but that's acceptable.

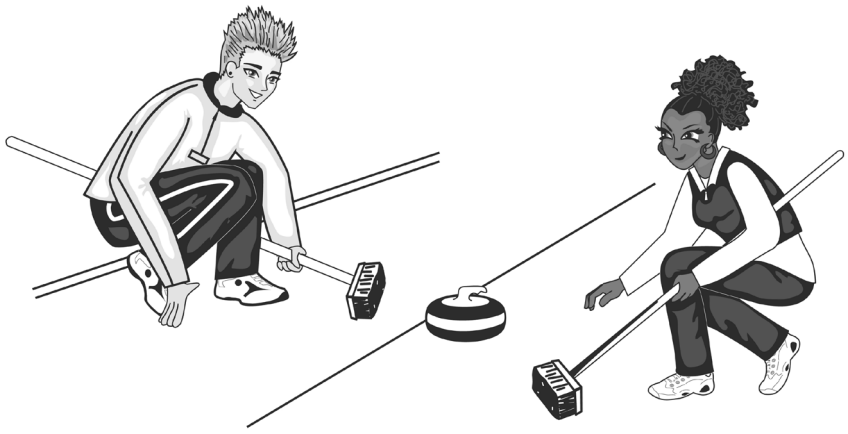
TURNS, RELEASE AND FOLLOW-THROUGH

Explain turns and release when you introduce the curling stone or modified curling stone (jam can or bleach bottle) to the delivery. You only need to provide the curlers with the basics at this point in the program. Ensure curlers know the difference between a clockwise turn and a counter-clockwise turn. Remember to refer to the teaching points outlined in the "Teaching the Skills" section of this manual.

Step #1: The Grip
Demonstrate, and have curlers practice, the proper way to hold onto the stone as well as the proper "handshake" release position.

Step #2: The Turns
Demonstrate and have curlers practice rotating the stones for both the clockwise and counter-clockwise rotations.

Step #3: Rock Toss!
Have partners practice their turns and release by pushing the rocks back and forth across the width of the sheet of ice.



Step #4: All Together now
Have curlers practice the complete curling delivery (from the hacks), with turns and the release of the stone.

ON-ICE SWEEPING/BRUSHING PROGRESSION

Recommended Timeline: 15 minutes
Sweeping is an integral part of the sport for curlers at all levels. When introducing children to sweeping, begin with a simple explanation of why sweeping is important and the effect it has on a moving curling stone. Then, emphasizing balance and safety, use the following progression steps to introduce the sweeping skills.

Step #1: Stance and Grip – Stationary
Have your curlers assume the proper position to sweep (stance and grip on the brush).

Step #2: Sweeping on the Spot
Have the curlers sweep without moving their feet.

Step #3: Footwork
Incorporate footwork, performing a cross-country ski-like shuffle to achieve forward movement while making the sweeping motion.

Step #4:Throw and Sweep
Introduce a curling stone (real or modified) to be swept. Start by slowly pushing or guiding the stone for the sweepers, then progress to letting the stone slide on its own, with the curler sweeping as it goes.

Step #5: Partner Sweep
Introduce the curlers to proper positioning and movement with a buddy, without a curling stone being used. Remember that there are two options for the positioning of sweeping pairs (same side or opposite sides).

Step #6: Put it All Together
Once your curlers are comfortable sweeping with a partner, incorporate a delivery object into the sweeping drills.

REMEMBER: PLAY GAMES!!!

8. LESSON PLANS

This section will provide you with:

- Tips on preparing for practice, running a practice, teaching and assessing what you did.
- Practice plans to help you plan your lessons in the gym and at the curling rink.
- Blank practice plan to help you design your own lesson.

RECOMMENDED TIMELINES:
This section was designed as an additional resource and may be used at your discretion, depending on the length of your curling program.

PREPARING FOR PRACTICE

- Write out your practice plan and follow it. This should make your session more productive and enjoyable. A blank practice plan form is included; copy it and use one each time you prepare for a practice.
- Plan to keep everyone active. Use small groups when doing drills so that curlers don't have to wait in lines for their turn.
- Plan practices so that they are fun! Try to include a variety of drills, games and competitions. Finish every session with a game of some sort.
- Concentrate on practicing a few skills well, rather than attempting to cover too much at once.
- Make sure you have enough equipment and sufficient space for all the drills and activities you want to conduct.
- Take a step-by-step approach. Younger and inexperienced curlers should master basic skills before moving on to more complex skills.
- Keep your practice plans. They will remind you of what you have covered and any problems you encountered.

RUNNING THE PRACTICE

- Get to practice early and insist your curlers arrive on time.
- Share responsibilities with other instructors and helpers. This will give curlers more individual attention and help keep them active and involved.
- Continually challenge curlers by increasing the difficulty of drills once they have mastered easier ones.
- Treat all curlers equally, regardless of ability, and emphasize positive feedback.

TIPS FOR TEACHING

- Arrange curlers in a semi-circle in front of you.
- Position curlers so that there are no distractions behind you.
- Be concise. Too much information may confuse your curlers.
- Ask questions to make sure curlers have understood you and know what is expected of them.
- When setting up a drill, explain it thoroughly (i.e. tell your curlers: how, where, in what direction, how many, for how long etc.). Do a walk-through of the activity so that your curlers can visualize the requirements.

ASSESSING THE RESULTS

- Review your practice plan after the session.
- Determine whether you achieved your objectives. If not, why not?
- Decide what went well and what needs to be worked on. Use this information to select the skills and drills you will concentrate on next time.
- Make a note of activities that curlers particularly enjoyed and use them again.

To assist you in running the Getting Started in Curling program, we have included a series of four practice session lesson plans. They are intended to balance skill development with learning games and activities. These practices were designed for groups that have access to an area for warm-ups and off-ice introduction of skills (i.e. a tile floor lobby or a gym). Starting new curlers in a safe, controlled off-ice setting is strongly recommended. You will need access to curling ice for the final three sessions.

A session should not exceed 90 minutes and will work best with a maximum 8:1 curler:instructor ratio.

The skills and activities included in these practice plans are described in the "Orientation: Understanding the Game" and "Teaching the Skills" sections of this manual. If you decide to extend your Getting Started in Curling program beyond the four sessions described here, use the practice plan template to create your own practice plans. Use your imagination, and have fun!

PRACTICE PLAN #1 (90 MINUTES)

Date:_____

Location:_____

1) Your First Session Should Include

- Welcome and program objectives
- Facility orientation and safety
- Schedules and player expectations
- Basic rules of the game and game objectives
- Basic equipment (double grippers, helmets, shoe taping, etc…)

2) Warm-Up (10 minutes)

• Select a variety of movement activities and stretching from the "Curling in the Gym" section of this manual.

3) Skill Development

- Follow the Off-Ice Delivery Progression as outlined in the "Curling in the Gym" section of this manual (30 minutes).
  - o Slide position - Stationary
  - o Slide position - Assisted Movement
  - o Stance
  - o Start-up
  - o Start-up and Go
  - o Start-up, Go and Throw
  - o Activity: "Hit the Bottle" - Incorporate a target object for curlers to aim at and throw towards, using delivery motion (curlers should be in pairs).
- Follow the Off-Ice Brushing Progression, as outlined in the "Curling in the Gym" section of this manual (15 minutes).
  - o Stance and Grip
  - o Sweeping on the Spot
  - o Footwork: Cross-Country Ski Shuffle
  - o Shuffle and Sweep

4) The Game (25 minutes)

- "Knock-out" - Knock over target objects, such as bowling pins, plastic bottles, etc.
- "Off-ice Curling" - Simulate curling game, teams and scoring by creating houses or rings using circles and lines on the floor (use existing rings or tape, etc.).

PRACTICE PLAN #2 (90 MINUTES)

Date:_____

Location:_____

1) Warm-Up (10 minutes)
- Select a variety of movement activities and stretching from the "Curling in the Gym" section of this manual.

2) Skill Development:

a) Ice Orientation (15 minutes)
- Familiarize curlers with their new "ice environment" – discuss safety, equipment, lines and ice markings, objects of the game.

b) On-Ice Sweeping Progression (10 minutes), as outlined in the "Curling at the Rink" section of this manual.

- Stance and Grip
- Sweeping on the Spot
- Footwork: Cross-Country Ski Shuffle
- To assist with ice orientation, have the curlers move up and down the ice several times
- Shuffle and Sweep

c) On-Ice Delivery Progression (25 minutes), as outlined in the "Curling at the Rink" section of this manual.

- Slide position - Stationary - Use sideboard for balance
- Slide position - Assisted movement
    - o Curlers carefully pull partners who are in slide position
- Stance, Start-up and Go
    - o Starting from sideboards, forward-slide with brooms on the ice for balance.
- Go, Slide and Glide
    - o Use modified delivery object
- Activity: "Grab the Broom" or "Drop the Bag in the Bucket" (10 minutes)

3) The Game (20 minutes)

- Ice bowl: Incorporate target objects such as plastic bottles or bowling pins.

PRACTICE PLAN #3 (90 MINUTES)

Date:_____

Location:_____

1) Warm-Up (10 minutes)

- Select a variety of movement activities and stretches from the "Curling in the Gym" section of this manual.

2) Skill Development:

a) Ice Orientation (10 minutes)

- Introduce and/or review aspects of the rules; player positions, lines and ice markings, objects of the game

b) On-Ice Sweeping Progression (15 minutes) – as outlined in the "Curling in the Rink" section of this manual.

- Review - Stance, Grip and Footwork
- Throw and Sweep - Incorporate curling stones for individuals to sweep.
- Partner Sweep - Curlers practice footwork and brush movement in pairs.

c) On-Ice Delivery Progression (20 minutes), as outlined in the "Curling in the Rink" section of this manual.

- Review delivery - Slide position, stance, start-up and go.
- Go, Slide and Glide with stone, no release.
- Go, Slide and Throw with stone and release.
- Activity: Position a series of paper cups just beyond the near hog line, then have students throw stones using these as their target.

d) Turns, Release and Follow-Through (15 minutes), as outlined in the "Teaching the Skills" section of this manual.

- Grip and "handshake" release
- Skip's signals
- Clockwise and counter-clockwise turns
- Activity: "Rock Toss" – With partners positioned along sideboards, curlers practice turns and release across width of ice.

3) The Game (20 minutes):

- "Shuffleboard on Ice", as outlined in the "Curling at the Rink" section of this manual.

PRACTICE PLAN #4 (90 MINUTES)

Date:_____

Location:_____

1) Warm-Up: (10 minutes)
- Select a variety of movement activities and stretching from the "Curling in the Gym" section of this manual.

2) Skill Development:
Objective: To review skills and incorporate them into actual games. Let them play!

a) Ice Orientation (5 minutes)
- Review objectives of the game and key rules.

b) On-Ice Sweeping Progression (10 minutes)
- Review sweeping skills, "Stance, Grip, Footwork, Partners"

c) Turns, Release and Follow-through (5 minutes)
- Review skip signals, grip, clockwise and counter-clockwise turns and handshake release.

d) Delivery Progression (10 minutes)
- Review delivery skills, "Stance, Start-up, Go and Throw".

3) The Game: (50 minutes)
- Put students into teams of four, let them play traditional curling game!

PRACTICE PLAN #_____ (_____MINUTES)

Date:_____

Location:_____

CONTENT:
1) Warm-Up: (___minutes)

2) Skill Development:

a) Ice Orientation (___minutes)

b) On-Ice Sweeping Progression (___ minutes)

c) Turns, Release and Follow-through (___ minutes)

d) Delivery Progression (___minutes)

3) The Game: (___ minutes)

10. ADDITIONAL RESOURCES

This section will provide you with:

- A list of resources that will supplement this manual.
- A brief description of the National Coaching Certification Program (NCCP).
- Provincial and territorial curling and NCCP contact information.

RECOMMENDED TIMELINES:
This section was designed as an additional resource and may be used at your discretion, depending on the length of your curling program.

Should you want more information than what is provided in this manual, please refer to the following resources. Contact the Canadian Curling Association for more details or refer to their website: www.curling.ca

- The Little Rock Guide
- The Rules of Curling: The Official Rule Book (Canadian Curling Association)
- Discover Curling Manual
- Curling 1.0 – Mini-CD Rom

NATIONAL COACHING CERTIFICATION PROGRAM (NCCP)

The NCCP is a training and certification program for coaches, offered across Canada and covering more than 60 sports. The program was designed to meet the needs of a wide range of coaches – from those who introduce youngsters to sport to those who work with Canada's high performance athletes.

Since its inception, more than 875,000 coaches have taken part in NCCP activities that have helped them to develop the skills, knowledge, and attitudes required to coach effectively.

The NCCP prepares coaches to:

- Better meet the needs of all participants in sport;
- Provide a positive sport experience to participants;
- Provide opportunities for participants to achieve their full potential in and through sport.

The Canadian Curling Association and the NCCP is proud to be able to offer a new and exciting program designed to help those teachers and instructors working specifically with youth curlers… become a **CLUB COACH YOUTH COACH** in just one day!

There are also coaching courses available to help further your skills in dealing with athletes (adults and children) of varying skill levels.

If you would like to improve your curling teaching skills, we encourage you to contact your local provincial/ territorial curling development office for a list of courses that are available in your area.

PROVINCIAL/TERRITORIAL CURLING ASSOCIATIONS

Alberta Curling Federation
Percy Page Centre
11759 Groat Road
Edmonton, AB T5M 3K6
Tel: 780-427-7670
www.albertacurling.ab.ca

Curl BC
3820 Cessna Drive, Suite 293
Richmond, BC V7B 0A2
Tel: 604-333-3616
www.curlbc.ca

Curl Manitoba
145 Pacific Avenue
Winnipeg, MB R3B 2K7
Tel: 204-925-5723
www.curlmanitoba.org

New Brunswick Curling Association
65 Newcastle Centre Road
Newcastle Centre, NB E4B 2L2
Tel: 506-327-3445
www.nbcurling.com

Newfoundland & Labrador Curling Association
709-724-2028
www.curlingnl.ca

Nova Scotia Curling Association
5516 Spring Garden Rd., 4th Floor
Halifax, NS B3J 1G6
Tel: 902-425-5450 Ext. 345
www.nscurl.com

Northwest Territories Curling Association
c/o Sport North Federation
Yellowknife, NT X1A 3X7
867-669-8339
www. nwtcurling.com

Nunavut Curling Association
P.O. Box 413
Rankin Inlet, NU X0C 0G0
867-645-2534

Ontario Curling Association
1400 Bayly Street
Office Mall 2, Unit 2B
Pickering, ON L1W 3R2
Tel: 905-831-1757
www.ontcurl.com

Prince Edward Island Curling Association
40 Enman Crescent
Charlottetown, PE C1A 7K7
902-368-4208
www.peicurling.com

Curling Québec
4545 avenue Pierre de Coubertin
Montreal, QC H1V 3R2
Tel: 514-252-3088
www.curling-quebec.qc.ca

Saskatchewan Curling Association
613 Park Street
Regina, SK S4N 5N1
Tel: 306-780-9202
www.saskcurl.com

Yukon Curling Association
4061 – 4th Avenue
Whitehorse, YT Y1A 1H1
Tel: 867-668-7121
www.yukoncurling.com

If you would like more information about the National Coaching Certification Programs please refer to the Coaching Association of Canada's website at www.coach.ca, and/or contact the Provincial/Territorial Coaching Coordinators who are responsible for the delivery of NCCP courses.

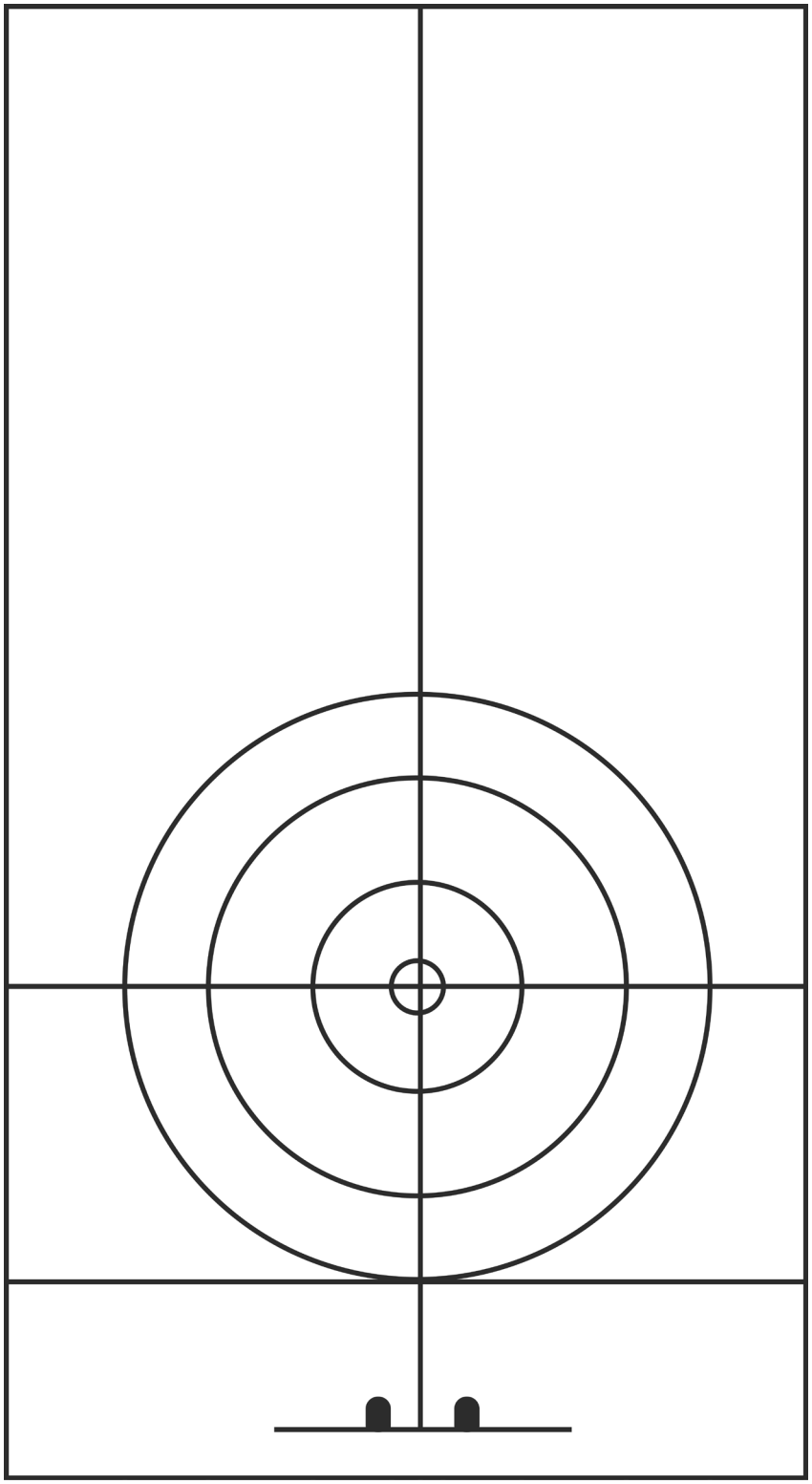
CONCLUSION

Congratulations! You have completed the Getting Started in Curling program. Below are some guidelines that we hope you, as a curling instructor, will adopt as your guiding principles when working with young athletes.

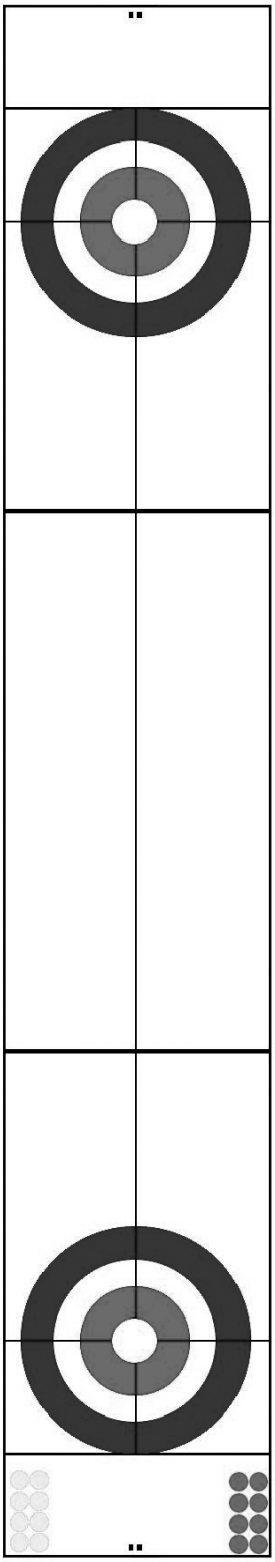
- Be ready, willing and able to help your curlers develop their full potential, while recognizing their differences. They have various backgrounds, are born with different talents, and grow and develop at different rates.
- Set realistic goals based on each curler's stage of growth and development.
- Lead by example, teaching and demonstrating self-discipline, cooperation, fairness and respect for instructors, parents and opponents.
- Emphasize challenge and fun. Learning new skills and techniques can be fun when introduced through active drills and games.
- Stress variety. Encourage your curlers to play different positions and to participate in other sports and activities.
- Be flexible and willing to learn as you develop your skills as an instructor. Don't be afraid to make mistakes or to ask for help when you need it.

THANK YOU FOR TEACHING A CHILD TO CURL!

APPENDIX 1.0: CURLING HOUSE TEMPLATE



APPENDIX 2.0: FULL SHEET OF CURLING ICE TEMPLATE



FLOORCURL

FloorCurl

info@floorcurl.com

www.FloorCurl.com

1-888-909-5805

FLOOR CURL

For customized school curling equipment visit **www.floorcurl.com**



10. ANSWER KEY FOR COMPANION STUDENT WORKBOOK

1) Hey Mister DeeJay!

Pretend that you are the sports announcer for a radio station called WCRL. Speak clearly as you read the text, using inflection and tone to make it sound exciting.

2) Use Your New Knowledge

Understanding the Origins: A Brief History of Curling

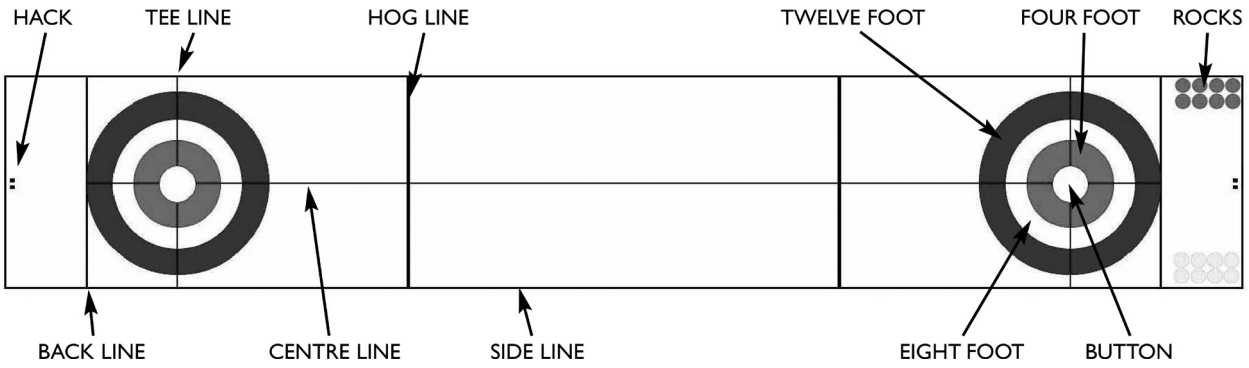
a) In the 16th century, curling stones were referred to as Kuting stones.
b) The oldest curling stone belonged to St. J.B. Sterling and was dated 1511.
c) Curling stones are most commonly made from granite mined from the Scottish island named Ailsa Craig.
d) Scottish settlers and General Wolfe's soldiers brought the game to Canada in the year 1760, approximately.
e) The oldest curling club in Canada is the Royal Montreal Club, which was formed in the year 1807.
f) Canada has over 1.5 million curlers.
g) Canada is the country that has won the most world curling titles.
h) The Canadian Men's Curling Championship is called the Brier.
i) Curling became a full medal Olympic sport in the year 1998.
j) In 1998, Canada won Gold and Silver medals at the Olympics in Nagano, Japan.

3) Say What?!

Match the terms in the left column with their best fit in the right column.

Blank End - No points
House - Target
Bonspiel - Competition
Vice-Skip - Third player
Brush - Sweeping
Take-out - Eliminate
Sheet - Playing surface
Guard - Protector
Weight - Force
Shot Rock - Closest

4) What's That?!



5) Ladies and Gentleman, places please...

Understanding Game Positions

a) It is your team's 2nd rock of the end, where does everyone belong?



b) It is your team's 3rd rock of the end, where does everyone belong?



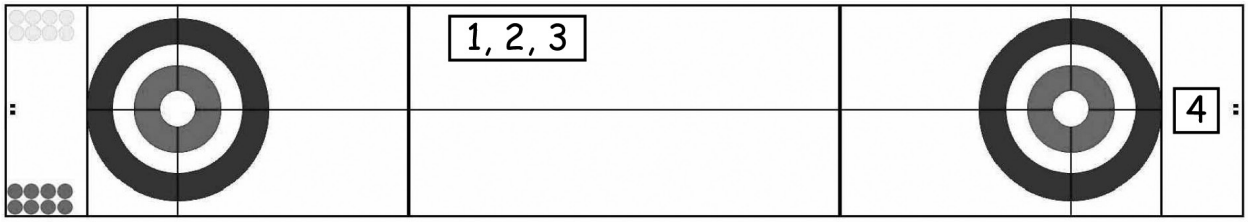
c) It is your team's 6th rock of the end, where does everyone belong?



d) It is your team's 8th rock of the end, where does everyone belong?



e) The opposition is throwing their 5th rock of the end, where does your team stand during their shot?



f) The opposition is throwing their 8th rock of the end, where does your team stand during their shot?



6) A random quiz to prove you were reading
Can you answer these questions?

a) If you count both teams, how many stones are thrown in an end? 16
b) If you count both teams, how many stones would be thrown in an eight end game? 128
c) Can both teams get points in one end? No
d) What does a stone have to be touching in order to score a point? The house. Each stone closest to the centre of the house out-counting the opponents stones scores a point.
e) What is the button? The circle at the centre of the house.
f) How many points did Yellow score in the fourth end? 3
g) Which of the ends played resulted in no points (was a blank end)? The first end.
h) The tag for the first end (1) is hanging on the Yellow team's line. What does this tell you about who had hammer in the first end? The Yellow team had hammer in the first end. Though neither team scored, having hammer meant that the Yellow team had to hang the tag for that end on their line.
i) Who won the game, Yellow or Red? What was the final score? Red, 5-4

7) Count 'em up
Scoring the game

a)

Yellow	1		3	4		7										6
SCORE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**Blank End**
Red		2			5		8									

i) Which team won the game? Red
ii) Which end did the yellow team steal? Fourth
iii) Which team has hammer after the blank end? Yellow (they do not lose hammer if the teams played a blank end).

b)

Yellow		2	3		6											
SCORE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Blank End
Red			1		4	5	7	8								

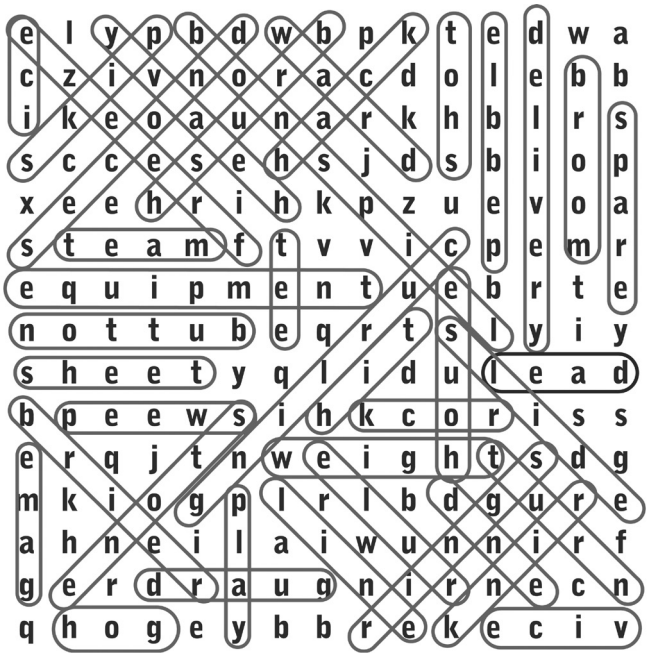
i) Which team won the game? Red
ii) How may points did the red team steal? Two
iii) Which team had hammer in the 3rd end? Red

c)

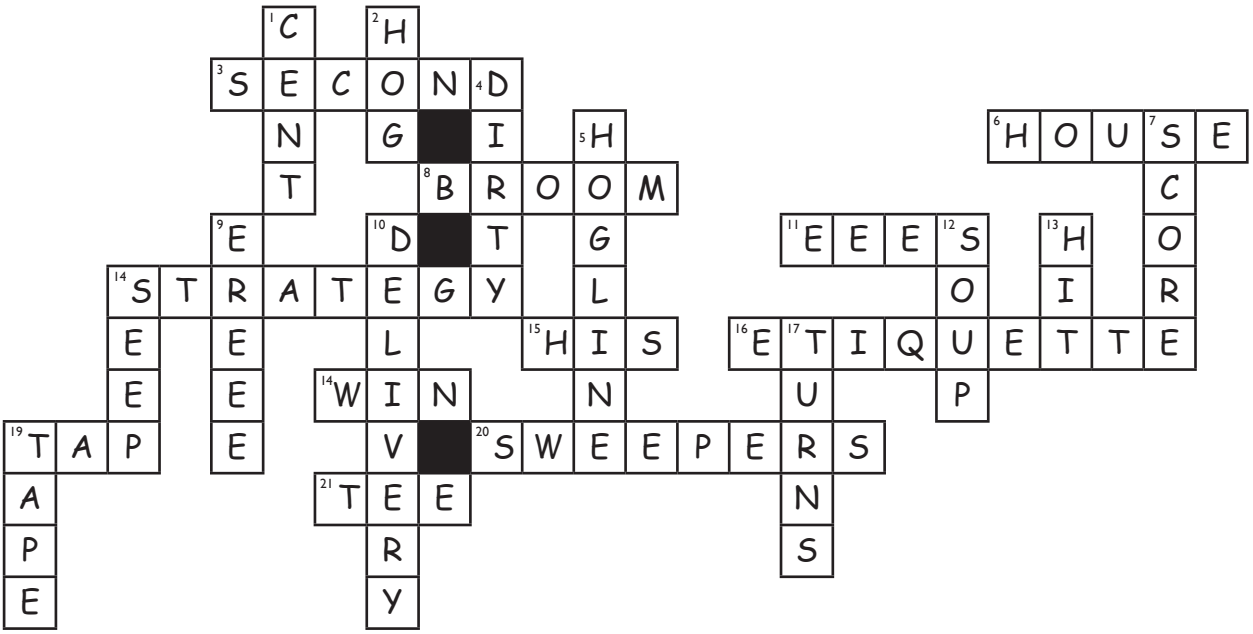
Yellow			2	5				7								
SCORE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Blank End
Red	1		4		6	8										3

i) Which team lost the game? Red
ii) What is the maximum number of points a team can score in one end? Eight
iii) Which team had hammer in the 7th end? Yellow

8) Can you find these words?



9) What's with the empty boxes? Fill 'em up!



Across

3. The person who throws rocks after the lead. second
6. The target or circles. house
8. This is what the sweeper uses. broom
11. Several of these make up a game. Sixteen rocks are thrown in each one. ends
14. What the skip uses, to try and outsmart the opponents. strategy
15. The opposite of HERS is his .
16. Having good etiquette is the same thing as having good manners on the ice.
18. If your team has more points, you win !
19. When your skip wants a draw shot, he will often tap the ice, where he would like the shot to stop.
20. The skip holds the broom in the house. One player is delivering a rock. The other two players are called the sweepers.
21. This is the name of the line that runs across the ice in the middle of the house. tee

Down

1. One penny is also called a cent.
2. If a rock doesn't go over the hog line, it is called a hog.
4. When the ice is not clean, it is dirty.
5. If rocks don't cross this line, they are removed from play. hog line
7. After an end, two red stones are closest to the button. The red team would get a score of two.
9. Rocks that are thrown with just enough weight to reach the house are called draws.
10. When you throw a rock from the hack, it is called a balanced, flatfoot delivery.
12. You eat it out of a bowl, and crackers go with it. soup
13. A kind of shot that knocks the opposition's rocks out of the house. hit
14. This person is the team leader. skip
17. These are what make the rocks curl. turns
19. What you put on the bottom of your sliding foot, if you don't have a slider. tape

10) Pulling it all Together

a) The skip is the team leader. He/she directs the play. true

b) It is not good etiquette to distract the opposition while they are delivering. true

c) The third delivers the first two stones in each end. false

d) Each player delivers three stones in each end. false

e) Right handed people must use the left hack, and left handed people must use the right hack. true

f) When there is no score in an end it is called a blank end. true

g) Curling rocks do not travel in straight lines, but bend to the right or left, depending on which turn is applied. true

h) When delivering a stone, the fabric side of your brush is down. false

i) Curling ice is different from skating or hockey ice because of the pebbled surface. true

j) It is not a rule violation if you accidentally touch your own stone while sweeping it. false

k) The sweepers should be standing near the sidelines and close to the tee line while waiting for their teammat to deliver his/her stone. true

l) The third is responsible for measuring stones, if necessary, and for marking up the score. true

m) If your team wins the toss you must deliver the first stone. false

n) A rock cannot be removed from the Free Guard Zone until the 5th rock of the end. true

o) A rock is out of play if it touches the backline. false

p) If a stone is touched while it is moving, the brushers should stop it immediately. false

q) It is okay to celebrate loudly when your opponent misses. false

r) A rock is out of play if it touches the sideline. true

s) A team can score a maximum of 9 points in an end. false

t) A skip is responsible for hanging the score. false

u) Brushers should stand between the hog lines while the opposition is throwing. true

v) A coin toss usually determines who has hammer in the first end. true

w) The skip throws the last two stones of the end. true

x) A thrower must release the stone before the back edge of the stone crosses the far edge of the hog line. false

y) A team that scores in one end has the hammer in the next end. false

11) Around The World

St. Moritz, Switzerland
Lake Placid, United States
Calgary, Canada
Nagano, Japan
Salt Lake City, United States
Turin, Italy
Vancouver, Canada

Which city hosted the first Winter Games? Chamonix, France in 1924
Which city hosted the first full medal Olympic Curling event? Nagano, Japan in 1998

12) Winter Olympic Sports

Ice Sports: bobsleigh, curling, figure skating, ice hockey, luge, short track speed skating, skeleton, speed skating
Alpine, Skiing and Snowboarding sports: alpine, freestyle, snowboarding
Nordic sports: biathlon, cross country skiing, nordic combined, ski jumping

13) Sweep It Up!

country, flag, venue, torch, caliber, award, winter, competition, rings, podium, finals, historic, excellence, anthem, world, curling, national, medal, symbolic, olympic, pursuit, official

Do you know what the five interlocking rings on the Olympic flag represent?
They represent the 5 inhabited nations that participate in the Olympic Games;
Americas, Europe, Asia, Africa and Oceania

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