



## U18 LEARN TO CURL Program

*This is an 8-week 2-hour program*

*If you have 1.5 hours for your program, then select activities that fit your timeline*



## INTRODUCTION

Curling Canada's U18 Learn to Curl program is designed to introduce teens to the sport of curling. The objective is to have fun, increase physical activity, promote curling as a life-long recreational sport and provide competitive opportunities for participants who show interest and want to remain Competitive for Life. The program is based on Curling Canada's Long Term Curler Development Framework.

### Program Instructors

The program will be much more successful if trained coaches are used. Participants will receive standard messages, hear common language and be able to progress through the skill development more quickly than younger children and adults who are starting out. Ideally, Instructors will be 'youthful' so that the participants can easily relate to them.

**Recommended Coach Qualifications for U18 Learn to Curl Instructors:** Club Coach "Trained"

**Recommended Coach to Athlete Ratio for U18 Programs:** 1:8

Each club should have a Screening and Risk Management Policy in place since instructors, employees or contractors will be working with minors.

### Program Framework

Program Length: 8 weeks (+/- 1 week if required)

Session Length: 2 hours total

Recognizing that U18 Learn to Curl Participants are not "children", efforts should be made to keep activities, fun but not necessarily be "silly." U18 Learn to Curl Participants will enter Curling's Long Term Curler Development Framework at the Active for Life Stage. This program is developed with the understanding that participants have developed Fundamental Movement skills, and physical literacy through other sports and activities prior to this curling experience. Participants in this age group are concerned about social acceptance. Keeping them grouped with friends is important and allowing the participants "Free Play" time to self-discover is a way to engage the participant to try what interests or intrigues them. Equally as important, is the need for the participant to acquire curling skills quickly to keep the participant engaged and feeling successful.

The lesson plans outline clear goals and objectives, equipment required, key teaching points, games and activities to support the goals and objectives, as well as a list of drills or suggested activities.

Each session is two hours in total and will include both on and off ice time. It is important to start and end each session on time, people may have other commitments afterwards. It should be treated as a fun learning environment for beginners. Music can help keep things fun (be sure to have a current play list that participants can relate to).

Follow the safety guidelines in Curling Canada's helmet policy – each participant will need to bring a helmet to participate in the program. Helmets are recommended for novice curlers regardless of age.

### Equipment

This program encourages the use of a broom vs. a balance device for introducing all new participants to the U18 Learn to Curl. This is due to the ability for youth of this age to adapt and acquire new physical skills and the relative health and fitness of most youth. IF HOWEVER, skill acquisition is being negatively impacted, the instructor may need to adapt the program and introduce a balance device. Every attempt should be made to have the curlers throwing with a brush at this age and stage of development.



As well, the program promotes slip-on sliders vs. step-on sliders for safety, or ideally each curler would have curling shoes with double grippers.

## **Grouping Strategies**

If participants have joined the U18 Learn to Curl Program and made it known they did so together, it is important to keep friends together during the program. They are there to experience something with a friend or have joined together for confidence through peer support.

For the first few weeks as everyone is developing, it's important for participants to gain self-confidence and to try the sport without the fear of embarrassment. Try putting similar people together in groups. For example, put all the 13-year-old girls together, put all the older teen boys together. Find another person who may have come alone and partner them. Put together kids of similar size/shape/ability. Even common life experiences might help, find out what school each participant goes to, what other sports they may have played, etc.

After the first few weeks and everyone is feeling comfortable with the group – it's fine to start mixing them up. Let them form their own groups/teams, etc...

Be sure to rotate instructors through the groups so that everyone gets learn from each of the instructors, some participants may identify better with an instructor's teaching style.

# U18 LEARN TO CURL

## TEACHING CURRICULUM

### Program Overview

Week	Off-Ice	On-Ice
<a href="#">1 – Throw Your First Rock</a>	52 minutes <ul style="list-style-type: none"> <li>Welcome</li> <li>Program overview</li> <li>Safety</li> <li>Icebreaker</li> <li>Equipment</li> <li>Warm-up</li> <li>Cool down</li> </ul>	68 minutes <ul style="list-style-type: none"> <li>Safety</li> <li>Learn how to move on ice</li> <li>Delivery A (Balance)</li> <li>Throw Your First Rock</li> <li>Free Play</li> </ul>
<a href="#">2 – Hurry Hard</a>	45 minutes <ul style="list-style-type: none"> <li>Introduction/Icebreaker</li> <li>Warm-up</li> <li>Safety Messages</li> <li>2 Minute Guide to Curling</li> <li>Cool down</li> </ul>	1 hour 15 minutes <ul style="list-style-type: none"> <li>Practice Travelling on ice</li> <li>On Ice Orientation</li> <li>Brushing</li> <li>Delivery A Review/Throwing</li> <li>Free Play</li> </ul>
<a href="#">3 – ‘Curling’ is the name of the game</a>	35 minutes <ul style="list-style-type: none"> <li>Introduction</li> <li>Warm-up</li> <li>Cool-down</li> </ul>	1 hour 25 minutes <ul style="list-style-type: none"> <li>Practice Travelling on ice and Balance</li> <li>Grips, Turns, Skip’s signals</li> <li>Delivery B (Sequence)</li> <li>Short Game</li> <li>Free Play</li> </ul>
<a href="#">4 – “Right up the Stick”</a>	57 minutes <ul style="list-style-type: none"> <li>Introduction</li> <li>Rules/Etiquette Game</li> <li>Warm-up</li> <li>Cool-down</li> </ul>	1 hour 3 minutes <ul style="list-style-type: none"> <li>Practice Travelling on ice/Cool-down of sliders</li> <li>Line of Delivery</li> <li>Reinforce Delivery A, B and C, Brushing</li> <li>2 End Game</li> </ul>
<a href="#">5 – “What weight do you want skip?”</a>	37 minutes <ul style="list-style-type: none"> <li>Introduction</li> <li>Warm-up</li> <li>Cool-down</li> </ul>	1 hour 23 minutes <ul style="list-style-type: none"> <li>Practice Travelling on ice/Cool-down of sliders</li> <li>Reinforce Delivery A, B and C, Brushing</li> <li>Weight Control</li> <li>2 End Game</li> </ul>
<a href="#">6 – Triple the Fun</a>	57 minutes <ul style="list-style-type: none"> <li>Introduction</li> <li>Intro to Strategy Discussion</li> <li>Warm-up</li> <li>Cool-down</li> </ul>	1 hour 3 minutes <ul style="list-style-type: none"> <li>Practice Travelling on ice/Cool-down of sliders</li> <li>Reinforce Delivery A, B and C, Brushing</li> <li>Implementation of Strategy discussion</li> <li>Modified Triples game</li> </ul>

Week	Off-Ice	On-Ice
<a href="#">7 – Game ON</a>	30 minutes <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up</li> <li>• Cool-down</li> </ul>	90 minutes <ul style="list-style-type: none"> <li>• Practice Travelling on ice/Cool-down of sliders</li> <li>• Reinforce Delivery A, B and C, Brushing</li> <li>• Game</li> </ul>
<a href="#">8 – The Tournament</a>	22 minutes <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up</li> <li>• Cool-down</li> </ul> Optional but recommended - Party	93 minutes <ul style="list-style-type: none"> <li>• Practice Travelling on ice/Cool-down of sliders</li> <li>• Game</li> </ul>

## U18 Learn to Curl - Program Curriculum

### Week 1: Throw your first rock!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach/Leader: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Goals/Objectives: Welcome, Orientation, Safety, Learn how to travel on ice, Deliver a stone

Equipment Needed:

- TV or Projector (optional)/Laptop
- Nametags/Marker
- Sliders (One per curler – Slip-on preferred)
- Grippers
- Brushes
- Delivery Stick
- Delivery Aids
- Balls/Spoons
- Umbrellas
- Helmets (participant)

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>	
<b>OFF ICE</b>		
15 minutes	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>Welcome</li> <li>Introduce instructors, program organizers</li> <li>Review locations of emergency exits, washrooms, locker rooms, etc...</li> <li>Distribute name tags</li> </ol> <p><b>Review program structure:</b></p> <ol style="list-style-type: none"> <li>8 weeks, two hours per session</li> <li>Arrive, get changed, pick up your equipment (grippers, sliders, brushes), be ready for warm-up at the "start time"</li> <li>Will be put into small groups, instructor assigned to each group, everyone is being taught the same lessons, instructors will rotate groups each week</li> </ol> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>The ice is slippery – always step onto the ice with a gripper foot</li> <li>Don't step over the rocks</li> <li>Don't slide rocks at anyone's feet</li> </ul>	



	<ul style="list-style-type: none"> <li>• Use brushes only for delivery and brushing – no sword fights</li> <li>• Don't lift the rocks off the ice</li> <li>• Stop rocks from straying across sidelines</li> <li>• Wait for a coach before stepping on the ice</li> </ul> <p><b>Other things you need to know:</b></p> <ul style="list-style-type: none"> <li>• Don't lay or kneel on the ice</li> <li>• Wear only clean running shoes</li> <li>• Behaviour Expectations</li> </ul>
10 minutes	<p><b>Ice Breaker</b></p> <ul style="list-style-type: none"> <li>• Break the ice by playing a name game or get to know you icebreaker.... Examples:</li> </ul> <ol style="list-style-type: none"> <li>1. "Name Impulse": <a href="https://www.youtube.com/watch?v=w-HQDMHJLHg&amp;t=160s">https://www.youtube.com/watch?v=w-HQDMHJLHg&amp;t=160s</a></li> <li>2. "Group Juggling" <ul style="list-style-type: none"> <li>a) Have the teens stand in a circle and stretch out their arms with fingers touching so that they are not too close</li> <li>b) Explain that you will be tossing an object to an individual while saying their name.</li> <li>c) The teen that catches the object tosses it to someone else, saying the receiver's name.</li> <li>d) Remind the teens to pay close attention so that they know names of people and are ready to toss the object when they receive it.</li> <li>e) Use a ball, beanbag or other soft object for tossing – Increase the speed and add objects to toss until the game gets too crazy to continue.</li> </ul> </li> <li>3. Paper Airplane: <ul style="list-style-type: none"> <li>a) Have each person write down their name and three favourite songs/artists; make a paper airplane from it.</li> <li>b) Line everyone up for a flying competition, once landed pick up an airplane not your own, find the owner and introduce yourself.</li> <li>c) With your partner, introduce your partner to another pair.</li> <li>d) If it's a small group – eventually introduce your partner to the whole group.</li> </ul> </li> </ol> <p>Note: This can be used as your first group formation activity, once you have groups of 6-8 you can assign them to a curling sheet</p> <p>Tip: Collect the sheets and you'll have your playlist of music for the coming weeks.</p>
10 minutes	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Bring the following equipment and briefly discuss (maximum 5 minutes) the different equipment and what the new curlers should bring each week. This introduction should include: <ul style="list-style-type: none"> <li>• Brush</li> <li>• Curling shoes or Full Slip-on/Step-on Sliders</li> <li>• Grippers for both feet</li> <li>• Clean running shoes (Don't wear these outside!)</li> <li>• Warm loose fitting clothing (layered)</li> <li>• Mitts or gloves (grip is good)</li> <li>• Throwing aid</li> </ul> </li> <li>• Find appropriate equipment (grippers, etc...) for each participant</li> </ul>

Time Allotted	Activities	Reference	Instructor's Notes
7 minutes	<b>Warm-up</b> Group activity: Jump In Jump Out	<a href="#">Jump In Jump Out video</a>	Serves as an ice breaker and a warm up activity
8 minutes	<b>Dynamic Stretches:</b> a) Jumping Jacks b) Walking Knee Hugs c) Large Arm Circles d) Side Shuffles e) Lunges f) Squats g) Leg Swings h) Inch Worms i) Karaoke	<a href="#">Video demos - Dynamic Warm-ups</a>	Brings blood to large muscles
2 minutes	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
<b>ON-ICE</b>			
Time Allotted	Activities	Reference	Instructor's Notes
10 minutes	<b>Safety</b> Before stepping down onto the ice surface, the curlers should be instructed on one of the most important safety issues: how to step onto the surface in the safest manner. They should be directed to always step down with the gripper foot first. They should also be directed to not to step or jump over any rocks to get onto the ice. The following exercise is a way for the curler to get comfortable with that:  <b>Traveling Safely on Ice</b> <b>Drill:</b> Travelling Safely on the Ice <b>Drill objective:</b> To become comfortable moving safely on the ice. <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking. <b>Play:</b> <ol style="list-style-type: none"> <li>1) Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.</li> <li>2) Place the head of the brush on the ice.</li> <li>3) Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</li> </ol>		Curlers will be using grippers on both feet for brushing. However, during the delivery they will be removing the gripper to deliver the stone. They will need to know how to safely return to a standing position and move on the ice after delivering a stone.



### Challenge Up:

- See who can slide the farthest
  - Allow the curlers to use the sideboards to give a small push with the gripper foot and push off of.
- 4) Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.  
5) Gradually give bigger pushes with the gripper foot and take longer slides.  
6) Have the Curlers move up and down the sheet until they feel comfortable.

25 minutes	<p><b>Slide Position</b></p> <p>A. <b>Review the Final Slide Position on the ice away from the hack.</b> Move all the curlers to the sideboards – this is to minimize the amount of waiting around, gets everyone active at the same time, and avoids the “everyone is watching me feeling.”</p> <p>B. <b>Drill #1: Balance Drill</b>  <b>Objective:</b> To obtain a “feel” for the curling slide position  <b>Setup:</b> Have the curlers move into the final slide position, facing the sideboards with both hands on the sideboards. The curler’s back leg should be fully extended (or as extended as they are capable of).  <b>Play:</b>  1) Once the curlers are comfortable in the slide position, have them lift their hands off the board 2-3 inches and find their balance point in the slide position.  2) Once the curlers are comfortably balanced, have them push and pull themselves from the sideboard to get the sensation of movement on ice.</p> <p>C. <b>Drill #2: Balance Drill</b>  <b>Objective:</b> To learn how it feels to move into final slide position in a controlled manner.  <b>Setup:</b> Have curlers face away from the side boards with their heels up against the side boards, take a step with slider foot, a step with gripper foot and squat down with sliding foot flat on ice. Brush flat on ice sideways in front of the body or Brush under the balance arm.  <b>Play:</b>  Have the curlers lift their hips and extend into the final slide position.</p> <div data-bbox="318 1390 985 1533" style="background-color: #cccccc; height: 68px; width: 411px; margin: 10px 0;"></div> <p>D. <b>Drill #3: Balance Drill from the hack</b>  <b>Objective:</b> To allow curlers the chance to repeat the balance drill using the hack.  <b>Setup:</b> No more than eight curlers per hack. If you have enough instructors, divide group and use the hack at the opposite end of the sheet. Review how to approach the hack – from behind, placing foot high in the hack, sliding foot flat on the ice beside the hack. Instruct the curler to squat, position their balance arm, lift their hips and stretch</p>	<p><b>Delivery A</b>  - Club  Coach –  Module 6,  page 8</p>	<p><b>Final Slide Position:</b></p> <ul style="list-style-type: none"> <li>▪ Sliding foot flat under centre of body</li> <li>▪ Trailing leg extended and ideally off the ice</li> <li>▪ Trailing toe flipped over or straight</li> <li>▪ Brush under the balance arm 1/3 of the way up the handle</li> <li>▪ Throwing arm extended in front of them off the ice.</li> </ul>
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### Challenge Up:

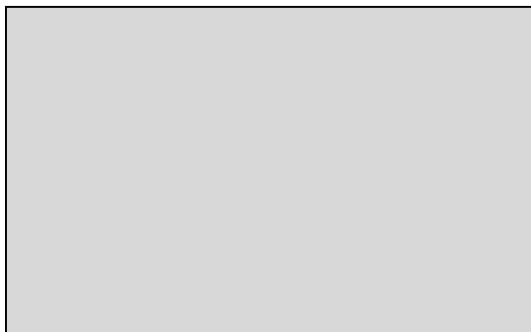
- Change the depth of the spoon and the weight of the ball to see who has the most control over their slide into the final slide position.

### Challenge Down:

- Provide curlers a balance device; turn it sideways for curlers who are still struggling to acquire balance.

#### Play:

- Umbrella Slide – see if curlers can slide with an open umbrella in their “rock” hand
- Spoon/Ball – see if the curlers can slide while balancing a ball on a wooden spoon.



8 minutes	<p><b>E. Drill #4:</b> Two Rock Drill</p> <p><b>Objective:</b> To encourage balance and allow curler to feel what it likes to slide a curling rock.</p> <p><b>Set-up:</b> Curler gets into hack from behind, place sliding foot flat on ice, instructor positions two rocks in front of them.</p> <p><b>Play:</b> Curler lifts hips, pushes off hack and extends into final slide position, two rocks should remain touching each other in front of the curler's sliding foot. Let each curler repeat 3 times.</p> <p><b>Caution:</b> Curlers will be without a balance device once they get up from their slide.</p>		<ul style="list-style-type: none"> <li>Focus of drill is balance, not grips or timing</li> </ul>
20 minutes	<p><b>F. Drill #5:</b> Throw your first rock</p> <p><b>Objective:</b> Ensure every curler gets a chance to throw a rock the full length of the ice.</p> <p><b>Set-up:</b> Maximum 8 curlers per hack, reinforcing safety, encourage approaching hack from behind, sliding foot flat on ice, balance device in correct position. “Feed” curlers a rock. At this point don't worry about grips, turns, timing or releases.</p> <p><b>Play:</b> Give all curlers a chance to throw two rocks each, deliver the rocks and back.</p> <p><b>Caution:</b> Move rocks that only go part way down the sheet, guard the sidelines for stray rocks.</p>		<ul style="list-style-type: none"> <li>Ensure every curler gets a chance to throw their first rock.</li> </ul>
10 minutes	<p><b>FREE PLAY</b> – While Free play is unstructured it doesn't mean it is unsupervised or unsafe. Instructors must still remain vigilant and on the ice during this exercise.</p>		<p>Free play is <b>play</b> behaviour that is “freely chosen, personally directed, and intrinsically motivated, i.e. performed for no external goal or reward”.</p>

<p><b>10 minutes (off ice)</b></p>	<p><b>Cool Down – Static Stretches to increase flexibility</b></p> <ul style="list-style-type: none"> <li>a) Hamstring Stretch</li> <li>b) Calf Stretch</li> <li>c) Lunge Stretch</li> <li>d) Inner Thigh Stretch</li> <li>e) Cobra Stretch</li> <li>f) Quadriceps Stretch</li> <li>g) Worship Stretch</li> <li>h) Chest Stretch</li> <li>i) Upper Back Stretch</li> <li>j) Posterior Shoulder Stretch</li> <li>k) Triceps Stretch</li> <li>l) Forearm Stretch</li> </ul> <p><b>Share any wrap up messages, reminders for the next week.</b></p>	<p><b>Club Coach – Module 5 – Warmups and Cool Downs</b></p>	<p>Hold each stretch for 20-30 seconds.</p>
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## U18 Learn to Curl - Program Curriculum

### Week 2: Hurry Hard!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A  
New Skills – Ice Markings/Scoring, Delivery B, Brushing  
Short Game

Equipment Needed:

- TV and Internet equipped laptop
- Grippers
- Nametags/Marker
- Brushes
- Sliders (Slip-on slider or curling shoes)
- Helmets (participant)

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist from the lists gathered last week</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
8 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>Name tag game (if the participants are still unknown to each other)               <ol style="list-style-type: none"> <li>Ask for two volunteers to distribute the nametags – the volunteers must work together to distribute the correct nametags to the participants without help from the participants.</li> <li>With the volunteers backs turned, poll the group and see if everyone got the correct name tags, if not tell the volunteers how many people got the wrong name tags, the volunteers then have to guess which nametags are wrong and have one chance re-assign them.</li> <li>If still not correct, call on two new volunteers to sort out the name tags, etc...</li> </ol> </li> </ul>		
8 minutes	<b>Warm-up</b> <ul style="list-style-type: none"> <li><b>Follow the leader</b> – designate a participant to be the Leader. You can do this in any fashion. You can play it like “Simon Says” and stand at the front of the class and lead them through a variety of movements or another fun way to play this is to have everyone start in a line right behind you. Start running around the club doing whatever you have planned. Example: agility ladder, box jumps overs, box jumps, Frankenstein’s, lunges, butt kickers, high knees, etc. Tip: have a bunch of equipment – rope ladder, pylons, pool noodles, etc... laying out or positioned around the club, recommend that the leader incorporate them into their “routine.”</li> </ul>		

Time Allotted	Activities	Reference	Instructor's Notes
12 minutes	<b>Dynamic Stretches:</b> <ol style="list-style-type: none"> <li>Jumping Jacks</li> <li>Walking Knee Hugs</li> <li>Large Arm Circles</li> <li>Side Shuffles</li> <li>Lunges</li> <li>Squats</li> <li>Leg Swings</li> <li>Inch Worms</li> <li>Karaoke</li> </ol>	<a href="#">Video demos - Dynamic Warm-ups</a>	Ensure a coach leads these stretches, as curlers might not be completely familiar with them yet.
2 minutes	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
5 minutes	<ul style="list-style-type: none"> <li>Show the <a href="#">two minute guide to curling</a>.video</li> <li>Review safety/behaviour expectations</li> </ul>	Curling.ca (About Curling Getting Started) –	

#### ON-ICE

Time Allotted	Activities	Reference	Key Factors
10 minutes	<b>Travelling on Ice</b> <b>Drill:</b> Travelling Safely on the Ice <b>Drill objective:</b> To become comfortable moving safely on the ice. <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking. <b>Play:</b> <ol style="list-style-type: none"> <li>Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.</li> <li>Place the head of the brush on the ice.</li> <li>Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</li> <li>Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.</li> <li>Gradually give bigger pushes with the gripper foot and take longer slides.</li> <li>Have the Curlers move up and down the sheet until they feel comfortable.</li> </ol> <b>Tip:</b> Give the curlers an objective – have them slide to the other end and back along the sidelines, or set up a “course” using cones. It is not a race.		<p>While this drill is happening – another instructor needs to set up for the “On-ice orientation” at the far end of one sheet.</p> <ul style="list-style-type: none"> <li>They Will need to bring two rocks of each colour</li> <li>Measuring stick, 6’ measure</li> </ul>

15 minutes	<p><b>Lesson: On Ice Orientation</b></p> <p>1) Gather the group at the “home end” – in a large group, quiz the curlers about the things they saw in the <a href="#">Two minute guide to curling video</a>. Be sure and review:</p> <ol style="list-style-type: none"> <li>Hack, Backboard</li> <li>House – 12’, 8’, 4’, Button, pin</li> <li>Free Guard zone – and the FGZ rule</li> <li>Number of players and positions on a team</li> <li>How to determine who goes first – coin toss</li> <li>What is “Hammer”?</li> <li>Proceed to travel down the ice and point out of the ice markings including, backline, centreline, side lines, hoglines.</li> <li>Review the significance of the hogline at the playing end and at the throwing end</li> <li>Form a half moon around the house at the far end where the other instructors have brought the rocks</li> <li>Review how many ends are in a curling game, how many rocks are thrown in an end, and how it alternates between teams, but each team member throws twice.</li> <li>Designate two curlers to be Thirds, explain the role of the Thirds and the responsibilities of the other players at the completion of an end.</li> <li>Using different “thirds” for each scenario set up a variety of end “finishes” to demonstrate the scoring, and how to mark them on a scoreboard. Be sure to review: <ul style="list-style-type: none"> <li>Multiple points by one team</li> <li>Rocks of different colours in the house</li> <li>Rocks requiring a measure</li> <li>Rocks which are questionably on the rings during the FGZ – 6’ measure use – when, where, how</li> <li>Blank end</li> <li>How to mark each score on the scoreboard.</li> </ul> </li> </ol> <p>That’s enough talking – Let’s Brush!</p>	<b>Club Coach – Module 2 – Orientation, Rules and Etiquette</b>	<ul style="list-style-type: none"> <li>Try and procure as much information from the participants during this session vs. you talking.</li> </ul> <p><b>Instructor Tip:</b> Make sure you set up this Lesson in an area where you can easily be heard (i.e. Not right under the de-humidifier).</p> <p>Be sure all participants are in a position to hear you (in front of you).</p>
10 minutes	<p><b>Brushing Drill #1</b></p> <p><b>Drill:</b> Introduce Brushing</p> <p><b>Drill objective:</b> Introduce the concept of Brushing</p> <p><b>Setup:</b> Have curlers put grippers on both shoes, with their brooms in hand have curlers line up on either side of a sheet on the sidelines</p> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>Using instructors to demonstrate to first demonstrate the skill.</li> <li>Have one instructor on either side of the centre line (ideally on the four foot line) – have the curlers follow one of the two instructors.</li> <li>The curler’s feet should be parallel to the centreline pointing in the direction they want to travel.</li> </ul>	<b>Club Coach – Module 7 - Brushing</b>	<ul style="list-style-type: none"> <li>Be flexible in teaching the Brushing, some curlers will come to the sport from hockey or baseball with skills that make some brushing positions feel unnatural or ineffective.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain to the curlers that the arm closest to the centre line will be the arm that is lowest on the broom, holding it approximately 1/3 of the way up the handle, the other hand is 1/3 of the way from the top of the handle, across the curler's body.</li> </ul> <p><b>Tip:</b> Tell the curlers to hold the broom like they would hold a hockey stick).</p> <ul style="list-style-type: none"> <li>Once the curlers are holding the broom correctly, have all curlers face the far end of the sheet and "tip over" i.e. bend at the waist and put the broom head on the ice. This is the "open" Brushing position that will allow the curlers to face in the direction they are walking.</li> <li>Instruct the curlers to begin shuffling in a "cross-country ski" motion down the ice, moving the broom back and forth in a Brushing motion.</li> <li>Once the curlers brush the entire length of the sheet, simply stay in the same lines but turn around and face the other end of the sheet. Remind the curlers that the arm closest to the centreline becomes the arm lowest on the broom and repeat the skill back to the other end.</li> </ul> <p><b>Note:</b> Some curlers will feel more comfortable in a "closed" position with their leading arm down lowest on the broom, this is completely acceptable, and instructors should be prepared to explain that the footwork for the "closed" position is a side step and not a "cross-over."</p>		<ul style="list-style-type: none"> <li>Safety and FUN are the priorities vs. effectiveness.</li> <li>Remind curlers they only have to scrub about 6" across the path of the stone</li> </ul>
15 minutes	<p><b>Brushing Drill #2</b>  <b>Drill:</b> Brush a stone  <b>Drill objective:</b> Introduce the concept of Brushing a travelling stone  <b>Setup:</b> Group Curlers into pairs. Have one person push a stone at a realistic speed while the other Curler practices brushing.  <b>Play:</b></p> <ul style="list-style-type: none"> <li>Each Curler should get a chance to brush on both sides of the stone and to push the stone for their partner.</li> <li>Next, group the Curlers into groups of three. Have each Curler brush on both sides and push the stone to become accustomed to brushing with a partner.</li> <li>Repeat the drill having a Curler throw the stone. This helps the brushers get a feel of traveling forward with the stone and merging to brush with a partner.</li> </ul>	<b>Club Coach – Module 7 – Brushing – page 6</b>	<p><b>Instructor's Tip:</b>  For the partner pushing the stone, it is much easier to control the stone if the handle is turned sideways and the "pusher" places their brush head on the rock handle.</p>
15 minutes	<p><b>Brushing Drill #3/Throwing Review</b>  <b>Drill:</b> Throw and sweep  <b>Drill Objective:</b> Teach sweepers how to "merge" into sweeping a stone that is thrown.  <b>Drill:</b></p> <ul style="list-style-type: none"> <li>Quickly review last week's lesson of how to get in the hack, position body in the Set-up, elevate hips, slide and release</li> <li>Two curlers brush each stone</li> <li>Make sure everyone gets a chance to throw twice, and sweep once on each side of the stone.</li> </ul>		<ul style="list-style-type: none"> <li>Remind sweepers to stand to the side of the sheet while the thrower is going getting ready to throw, between the T-line and the Hogline.</li> </ul>

	<b>Don't forget</b> to encourage sweeping by yelling <b>"Hurry Hard."</b>		When the thrower starts to move forward, the sweeper should start to move forward. - The sweepers merge in closer to the rock to sweep after the thrower has released the stone.
10 minutes	<b>FREE PLAY</b> – While Free play is unstructured it doesn't mean it is unsupervised or unsafe. Instructors must still remain vigilant and on the ice during this exercise.		Free play is <b>play</b> behaviour that is "freely chosen, personally directed, and intrinsically motivated, i.e. performed for no external goal or reward".
10 minutes (off ice)	<b>Cool Down – Static Stretches to increase flexibility</b> m) Hamstring Stretch n) Calf Stretch o) Lunge Stretch p) Inner Thigh Stretch q) Cobra Stretch r) Quadriceps Stretch s) Worship Stretch t) Chest Stretch u) Upper Back Stretch v) Posterior Shoulder Stretch w) Triceps Stretch x) Forearm Stretch  <b>Share any wrap up messages, reminders for the next week.</b>	<b>Club Coach – Module 5 - Warmups and Cool Downs</b>	<b>Hold each stretch for 20-30 seconds</b>



## U18 Learn to Curl - Program Curriculum

### Week 3: 'Curling' is the Name of the Game

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A, Brushing  
 New Skills – Delivery B (Sequence), Grips, Turns  
 Short Game

Equipment Needed:


- Nametags/Marker
- Sliders (Slip-on slider or curling shoes)
- Grippers
- Brushes
- Helmets (participant)
- Spoons and Balls
- Bungee Cords


Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
3 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>By now you should be familiar with everyone's names, but it's still a good idea for you to provide nametags to participants.</li> <li>Review plans for the session</li> </ul>		
8 minutes	<b>Warm-up</b> <b>Everybody is it!</b> In order to prepare for the game, you need to map out a small space relative to the amount of athletes about to play and make everything outside of that space into lava. Once the game begins, then everyone is it! If you are tagged by anyone then you have to drop and do 2 burpees to get back in the game.		

Time Allotted	Activities	Reference	Instructor's Notes
11 minutes	<b>Dynamic Stretches:</b> <ul style="list-style-type: none"> <li>j) Jumping Jacks</li> <li>k) Walking Knee Hugs</li> <li>l) Large Arm Circles</li> </ul>	<a href="#">Video demos - Dynamic Warm-ups</a>	Ensure a coach leads these stretches, as curlers might not

	m) Side Shuffles n) Lunges o) Squats p) Leg Swings q) Inch Worms r) Karaoke		be completely familiar with them yet.
2 minutes	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
1 minute	<ul style="list-style-type: none"> <li>Review safety/behaviour expectations</li> <li>Outline plan for the day's session</li> </ul>		
<b>ON-ICE</b>			
Time Allotted	Activities	Reference	Key Factors
5 minutes	<p><b>Travelling on Ice</b></p> <ul style="list-style-type: none"> <li>By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each sessions. It reinforces how to travel on ice and cools down feet, grippers and sliders.</li> </ul> <p><b>Drill:</b> Travelling Safely on the Ice  <b>Drill objective:</b> To become comfortable moving safely on the ice.  <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking.  <b>Play:</b></p> <ol style="list-style-type: none"> <li>1) Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.</li> <li>2) Place the head of the brush on the ice.</li> <li>3) Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</li> <li>4) Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.</li> <li>5) Gradually give bigger pushes with the gripper foot and take longer slides.</li> <li>6) Have the Curlers move up and down the sheet until they feel comfortable.</li> </ol>		<p><b>Tip:</b> Give the curlers an objective – have them slide to the other end and back along the sidelines, or set up a “course” using cones. It is not a race.</p>
20 minutes	<p><b>Lesson: Grips and Turns</b></p> <p>The instructor should explain the following to the curlers. Each instructor can do this in a large group or individually with a small group.</p>	<p><b>Club Coach – Module 6 – Curling Delivery – Page 15</b></p>	<ul style="list-style-type: none"> <li>Grip the stone in the middle – just back from the gooseneck of the handle</li> </ul>

	<p><b>Why Does a Rock Curl?</b> Instructors should explain why a rock curls. Rocks curl because of the pebble on the ice. The small bumps on the ice allow a rock to “bend” or “curl” as it moves down the ice. A curling rock will not move the same way on a completely flat sheet of ice.</p> <p><b>Turns:</b> curlers want to direct a rock and force the rock to “curl” in the right direction. To do this, curlers turn the rock in the direction they want it to travel. Have a discussion about skip’s signals.</p> <p><b>Grips:</b> Review how the stone is gripped, focus more on the turns, than the intricacies of the grip – remember this is only a Learn to Curl program.</p>  <p><b>Drill #1: Partner throw</b>  <b>Drill Objective:</b> Let all curlers try the grips, turns and releases in a controlled manner  <b>Setup:</b> Position the Curlers in two rows, facing each other. Provide a stone for Curlers on one sideline.  <b>Play:</b></p> <ol style="list-style-type: none"> <li>Curlers assume the stance and grip the stone.</li> <li>Signal for desired turn given by partner.</li> <li>Adjust the handle for a turn.</li> <li>Perform the pull back and slide the stone forward rotating the handle to the handshake position sliding the stone to the partner.</li> <li>Repeat the drill with both turns and each partner taking a turn as the thrower and the skip.</li> </ol> <p>While the Curlers are performing the drill, the Instructor will focus on:</p> <p><b>Grip:</b></p> <ul style="list-style-type: none"> <li>Side of the thumb on side of handle</li> <li>Forefinger close to the gooseneck</li> <li>Fingers close together</li> <li>Wrist high, palm off the handle</li> </ul> <p><b>Turn:</b></p> <ul style="list-style-type: none"> <li>Handle counter-rotated 60 degrees in the stance</li> <li>Handle released at 12:00 o’clock</li> </ul>	<ul style="list-style-type: none"> <li>Try to keep your wrist high</li> <li>Equal pressure between thumb and index finger</li> <li>Thumb on the side of the handle</li> <li>Try not to lean on the rock</li> <li>Point the gooseneck of the handle towards the skip’s “open hand” at either the 10 o’clock or 2 o’clock position</li> <li>Keep it there through the whole delivery</li> <li>Turn the handle to 12 o’clock just as you’re letting go</li> <li>Use the terms Clockwise and Counter Clockwise vs. In-turns and out-turns</li> </ul>
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30 Minutes	<p><b>Lesson: Delivery B</b> This lesson adds the pullback and forward motion to the delivery. This component teaches the sequencing (timing) and weight transfers necessary to perform the whole skill, and the curler's ability to generate both body speed and rock speed.</p> <ol style="list-style-type: none"> <li>1) Review the Final Slide Position, approach of the hack and Delivery A – “Stance” position</li> <li>2) With a stone, demonstrate Hip Elevation, pullback, forward motion. Focus in on the sequence of each of these movements... <ol style="list-style-type: none"> <li>a) Hips Up</li> <li>b) Rock back, Foot Back</li> <li>c) Stop</li> <li>d) Rock forward, Foot Forward</li> <li>e) Slide</li> </ol> </li> <li>3) Repeat the demonstration without a rock.</li> </ol> <p><b>Drill #1:</b> Sequence <b>Drill objective:</b> Reinforce sequence of movement in a large group. <b>Setup:</b> Each curler will need to have a strap-on slider or curling shoes to do this drill. Each curler will need their balance device. Curlers should be positioned in a half-moon around the instructor, in a standing position. <b>Play:</b></p> <ol style="list-style-type: none"> <li>a) Position feet as in the stance.</li> <li>b) Position balance arm as if in stance.</li> <li>c) Position throwing arm in front holding an imaginary stone.</li> <li>d) From this standing position Curlers perform the following sequence while repeating the cadence aloud: Hips up - Rock back - Foot back - Stop - Rock forward - Foot forward – Slide</li> </ol>	<p><b>Club Coach – Module 6 – Curling Delivery – page 6-14</b></p>	<ul style="list-style-type: none"> <li>- Forward Press is optional</li> <li>- Elevating hips before moving sliding foot, encourages more balance – be sure to keep back flat and head in the same position</li> <li>- In the pull back position, the sliding foot should be flat, and the toe of the sliding foot should be as far back as the heel of the hack foot. Both legs should be bent (approximately 90°)</li> <li>- Encourage the rock to be pulled back straight and move forward straight.</li> </ul>



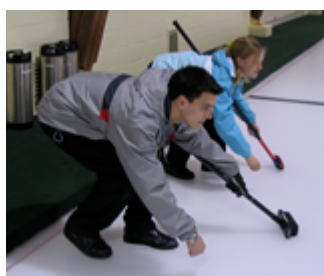
**Drill #2:** Sequence

**Drill objective:** Reinforce sequence of movement in a large group.

**Setup:** NO ROCKS. Each curler will need to have a slip-on slider or curling shoes to do this drill. Each curler will need their balance device. Move curlers to the sideboards.

**Play:**

- Instruct Curlers to spread out along the side boards.
- Assume the correct stance position.
- As the Instructor calls out the cadence (rock back, foot back, stop, rock forward, foot forward, slide), the Curlers practice the motion as a group.



- Move to the hacks, repeat the drill without rocks, when everyone has had a chance to do the drill several times without a rock, add a rock.

**Add some fun** 🎲

- Bungee Cords** – Reinforce sequencing skills by using a bungee cord – wrapped around throwing arm and hooked to the laces of the sliding foot
- Spoons and Balls** – Bring out the spoons and balls again to test the balance and control of the curlers now that they've added movement to their delivery. Challenge Up – give the curlers spoons to hold in both hands (i.e. In place of a balance device).
- Righty/Lefty** – have a right-hander and a left-hander in your group? – have a sliding competition, let them slide out of the hack at the same time, see who goes further, keeps their balance longer, etc...

15 Minutes	<p><b>Short Game – Modified</b> – this game is played from the hogline in vs. the hack. Rules: Curler must keep one foot on the intersection of the centreline and the hogline when throwing.</p> <p><b>Setup:</b> Divide the group into two teams, move the stones to the near hogline, all curlers should be wearing double grippers. The team can have a skip to reinforce skip's signals. No sweeping for this game.</p> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>a) Rock, Paper, Scissors determines last rock advantage</li> <li>b) Teams must designate who will play what position and throw in the appropriate order.</li> <li>c) Play two ends.</li> </ul>		
15 minutes	<p><b>FREE PLAY</b> – While Free play is unstructured it doesn't mean it is unsupervised or unsafe. Instructors must still remain vigilant and on the ice during this exercise.</p>		Free play is <b>play</b> behaviour that is "freely chosen, personally directed, and intrinsically motivated, i.e. performed for no external goal or reward".
10 minutes (off ice)	<p><b>Cool Down – Static Stretches to increase flexibility</b></p> <ul style="list-style-type: none"> <li>a) Hamstring Stretch</li> <li>b) Calf Stretch</li> <li>c) Lunge Stretch</li> <li>d) Inner Thigh Stretch</li> <li>e) Cobra Stretch</li> <li>f) Quadriceps Stretch</li> <li>g) Worsnip Stretch</li> <li>h) Chest Stretch</li> <li>i) Upper Back Stretch</li> <li>j) Posterior Shoulder Stretch</li> <li>k) Triceps Stretch</li> <li>l) Forearm Stretch</li> </ul> <p><b>Share any wrap up messages, reminders for the next week.</b></p>	<b>Club Coach – Module 5 - Warmups and Cool Downs</b>	<b>Hold each stretch for 20-30 seconds</b>

## U18 Learn to Curl - Program Curriculum

### Week 4: “Right up the Stick”

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A, Brushing, Delivery B, Grips/Turns/Releases  
 New Skills – Line of Delivery, Etiquette  
 Game

Equipment Needed:

- Nametags/Marker
- Sliders (Slip-on slider or curling shoes)
- Grippers
- Brushes
- Helmets (participant)
- Yarn
- Cones
- Plastic cups
- Laptop/Projector/TV

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
25 minutes	<b>Introduction and Rules/Etiquette Game</b> <ul style="list-style-type: none"> <li>Welcome and review plans for the session</li> <li><b>Curling Jeopardy Powerpoint</b> – It's in the Jeopardy template, but answers do not have to be in the form of a question – it's more like a quiz. Divide the group into three teams – first team to raise their hand gets first shot at answering, etc...</li> </ul>		
8 minutes	<b>Warm-up</b> Funnel Tag - <a href="https://www.youtube.com/watch?v=wU0ZgIVROH8">https://www.youtube.com/watch?v=wU0ZgIVROH8</a>		

Time Allotted	Activities	Reference	Instructor's Notes
11 minutes	<b>Dynamic Stretches:</b> <ul style="list-style-type: none"> <li>s) Jumping Jacks</li> <li>t) Walking Knee Hugs</li> <li>u) Large Arm Circles</li> <li>v) Side Shuffles</li> <li>w) Lunges</li> <li>x) Squats</li> <li>y) Leg Swings</li> <li>z) Inch Worms</li> <li>aa) Karaoke</li> </ul>	<a href="#">Video demos - Dynamic Warm-ups</a>	By now the participants should be getting familiar with these warm-ups, ask for a volunteer participant to lead the group. Is one person feeling shy? Have two people lead the group!
2 minutes	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
1 minute	<ul style="list-style-type: none"> <li>• Review safety/behaviour expectations</li> <li>• Outline plan for the day's session</li> </ul>		
<b>ON-ICE</b>			
Time Allotted	Activities	Reference	Key Factors
3 minutes	<b>Travelling on Ice</b> <ul style="list-style-type: none"> <li>• By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each sessions. It reinforces how to travel on ice and cools down feet, grippers and sliders.</li> </ul> <b>Drill:</b> Travelling Safely on the Ice <b>Drill objective:</b> To become comfortable moving safely on the ice. <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking. <b>Play:</b> <ol style="list-style-type: none"> <li>1) Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.</li> <li>2) Place the head of the brush on the ice.</li> <li>3) Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</li> <li>4) Give a small push with the gripper foot and</li> </ol>		<b>Tip:</b> Give the curlers an objective – have them slide to the other end and back along the sidelines, or set up a “course” using cones. It is not a race.



	<p>slide on the sliding foot. The brush is used as an aid to balance.</p> <p>5) Gradually give bigger pushes with the gripper foot and take longer slides.</p> <p>6) Have the Curlers move up and down the sheet until they feel comfortable.</p>		
30 minutes	<p><b>Lesson: Line of Delivery</b></p> <p>Line of delivery is the concept that describes “hitting the broom”. New curlers will gravitate to sliding straight down the centre line. This lesson will teach new curlers to slide on a different line, away from the centre line. Instructors should emphasize that curlers need to “ignore the centre line” and draw an imaginary line from the toe of their hack foot to the skip’s broom.</p> <p>The instruction on line of delivery has two components: Body alignment &amp; Stone alignment</p> <p>Teaching Line of Delivery is a very difficult concept. A good way to visually show curlers the line of delivery is as follows:</p> <ol style="list-style-type: none"> <li>1) Place a rock in front of the left hack at one end and have an instructor hold a broom at the other end, acting as the skip. Using a piece of coloured string or yarn the length of the sheet, attach one end of the string to the rock in the hack and the end of the string to the skips broom (the string will run the entire length of the sheet).</li> <li>2) The string demonstrates the line a rock will travel on as it moves down the sheet. At some point, the rock will “break” this line and start to curl.</li> <li>3) Holding the string above the head of a demonstrator, have the demonstrator deliver a stone aiming for the skip’s broom, show curlers how the stone curls away from the Line of Delivery. The point at which the stone moves is called the “Breaking point.”</li> </ol> <p><b>Drill:</b> “Strike the Cups”</p> <p><b>Drill objective:</b> The curler should “strike the cups” with their sliding foot. Sliding foot should be under middle of chest and curler should be balanced.</p> <p><b>Setup:</b> Position four plastic cups along line of delivery from T-line to hogline</p> <p><b>Play:</b> Curler pushes out of the hack without a rock; sliding foot should strike each cup.</p> <p><b>Drill:</b> Tunnel Slide</p> <p><b>Drill objective:</b> Slide along line of delivery through a tunnel of cones with a balanced delivery.</p> <p><b>Setup:</b> From the hack to the broom just past the throwing hogline, place six cones along two imaginary lines about two feet apart. Between the two imaginary lines, one person holds the broom as the target.</p>	<p><b>Club Coach – Module 6 – Curling Delivery – Page 19</b></p>	<p>Line of Delivery</p> <p>Key teaching Factors:</p> <ul style="list-style-type: none"> <li>- Instruct curlers to approach hack from behind</li> <li>- Point hack toe, knee and thigh at the skip’s brush</li> <li>- Shoulders and hips square</li> <li>- Sliding foot parallel to the line</li> <li>- Stone placed in front of hack foot</li> <li>- Rock pulled back STRAIGHT in pull back</li> <li>- Rock moves forward STRAIGHT in Forward motion</li> <li>- Rock is extended upon the Line of delivery</li> <li>- Release is “towards” the skip’s brush in a handshake position.</li> </ul>

	<p><b>Play:</b> Player slides towards the broom, along the target broom, between the tunnel of cones.</p> <p><b>Drill:</b> Tunnel Slide with a Stone</p> <p><b>Drill objective:</b> To deliver a stone through a tunnel of cones at a target with a balanced delivery.</p> <p><b>Setup:</b> From the hack to the broom just past the throwing hogline, place six cones along two imaginary lines about two feet apart. Between the two imaginary lines, one person holds the broom as the target.</p> <p><b>Play:</b> Player delivers the stone, aiming at the broom, sliding through the tunnel of cones.</p> <p><b>Drill:</b> "Instant Feedback"</p> <p><b>Drill objective:</b> To deliver a stone at the centre of a target rock.</p> <p><b>Setup:</b> One target curling rock positioned 10 feet beyond the hog line. One person holds the broom in the centre of the target rock.</p> <p><b>Play:</b> Player delivers the rock aiming at the broom. If the release and line of delivery is good, the target rock will be directed straight down the sheet. THIS DRILL SHOULD BE DONE WITH DRAW WEIGHT ONLY.</p>		
30 Minutes	<p><b>2 End Game</b></p> <p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>a) Divide the group into two teams.</li> <li>b) Rock, Paper, Scissors determines last rock advantage</li> <li>c) Teams must designate who will play what position and throw in the appropriate order.</li> </ul> <p><b>Play:</b> Play two ends.</p>		Curlers should now be equipped with enough information to play a two end game.
10 minutes (off ice)	<p><b>Cool Down – Static Stretches to increase flexibility</b></p> <ul style="list-style-type: none"> <li>m) Hamstring Stretch</li> <li>n) Calf Stretch</li> <li>o) Lunge Stretch</li> <li>p) Inner Thigh Stretch</li> <li>q) Cobra Stretch</li> <li>r) Quadriceps Stretch</li> <li>s) Worship Stretch</li> <li>t) Chest Stretch</li> <li>u) Upper Back Stretch</li> <li>v) Posterior Shoulder Stretch</li> <li>w) Triceps Stretch</li> <li>x) Forearm Stretch</li> </ul> <p><b>Share any wrap up messages, reminders for the next week.</b></p>	Club Coach – Module 5 - Warmups and Cool Downs	Hold each stretch for 20-30 seconds

## U18 Learn to Curl - Program Curriculum

### Week 5: “What weight do you want skip?”

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A, Delivery B, Delivery C, Brushing  
 New Skills – Weight Control  
 Game

Equipment Needed:

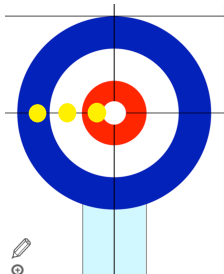
- Sliders (Slip-on slider or curling shoes)
- Grippers
- Brushes
- Helmets (participant)

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>• Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>• Prepare Nametags</li> <li>• Gather necessary equipment</li> <li>• Prepare/Select Music playlist</li> <li>• Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
5 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Welcome</li> </ul>		
8 minutes	<b>Warm-up</b> “Pick up Sticks” – Watch this video - <a href="https://www.youtube.com/watch?v=5i-7hCXB09g">https://www.youtube.com/watch?v=5i-7hCXB09g</a> – For you to execute this game, use the curler's brooms in place of the white sticks. Assign the people who are eliminated at warm-up activity for them to do – you'll see in the video they're doing burpees followed by a wall sit.		

Time Allotted	Activities	Reference	Instructor's Notes
11 minutes	<b>Dynamic Stretches:</b> <ul style="list-style-type: none"> <li>a) Jumping Jacks</li> <li>b) Walking Knee Hugs</li> <li>c) Large Arm Circles</li> <li>d) Side Shuffles</li> <li>e) Lunges</li> <li>f) Squats</li> <li>g) Leg Swings</li> <li>h) Inch Worms</li> <li>i) Karaoke</li> </ul>	<a href="#">Video demos - Dynamic Warm-ups</a>	By now the participants should be getting familiar with these warm-ups, ask for a volunteer participant to lead the group.
2 minutes	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
1 minute	<ul style="list-style-type: none"> <li>Review safety/behaviour expectations</li> </ul>		
<b>ON-ICE</b>			
Time Allotted	Activities	Reference	Key Factors
3 minutes	<b>Travelling on Ice</b> <ul style="list-style-type: none"> <li>By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each sessions. It reinforces how to travel on ice and cools down feet, grippers and sliders.</li> </ul> <b>Drill:</b> Travelling Safely on the Ice <b>Drill objective:</b> To become comfortable moving safely on the ice. <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking. <b>Play:</b> <ol style="list-style-type: none"> <li>Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.</li> <li>Place the head of the brush on the ice.</li> <li>Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</li> <li>Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.</li> </ol>		<b>Tip:</b> Give the curlers an objective – have them slide to the other end and back along the sidelines, or set up a “course” using cones. It is not a race.

	<p>5) Gradually give bigger pushes with the gripper foot and take longer slides.</p> <p>6) Have the Curlers move up and down the sheet until they feel comfortable.</p>		
5 minutes	<p><b>Lesson - Rock Cleaning</b></p> <p>Explain to the curlers that they should clean their rock before every shot so their rock does not “pick” on a piece of debris. The instructors should demonstrate:</p> <ul style="list-style-type: none"> <li>• how to flip the rock up at the hack (in front of the hack, or flipping back between the hacks)</li> <li>• clean the running surface with the hand</li> <li>• wipe the area under the rock (either with the hand or broom)</li> <li>• place the rock back down on the ice</li> </ul> <p>Encourage the curlers to get into the habit of cleaning their rock before their shots.</p>	<b>Club Coach – Module 6 – pg. 13</b>	
10 minutes	<p><b>Lesson - Weight Control</b></p> <p>Discuss the types of curling shots there are highlighting the major difference between them is the amount of weight/rock speed.</p> <ul style="list-style-type: none"> <li>• Draw</li> <li>• Takeout</li> <li>• Guard</li> <li>• Freeze</li> <li>• Bump</li> </ul> <p>Discuss how the skip would signal each of the above shots.</p> <p><b>Discuss the ways for beginners to throw more weight:</b></p> <ul style="list-style-type: none"> <li>• Do not lift hips too high in the “pull back” – the angle of the hack leg produces more power</li> <li>• Place hack foot higher in the hack – think of the hack as “starting blocks” in track and field</li> <li>• Release the stone sooner</li> <li>• Kick harder out of the hack</li> </ul>	<b>Club Coach – Module 6 – page 21-23</b>	Try and keep this discussion simple and succinct. Weight control is best learned by “doing.”
15 minutes	<p><b>Weight Control Drills</b></p> <p><b>Drill:</b> “Calling the Pocket”</p> <p><b>Drill objective:</b> Curler declares what area of the ice they are attempting to draw the rock too. Sweeper must be aware of the curler’s choice and will help the person meet that goal.</p> <p><b>Setup:</b> In partners, curler chooses one of four zones (Zone 1 = top half of FGZ, Zone 2 = back half of FGZ, Zone 3 = Top half of house, Zone 4 = Back half of house).</p>		

	<p><b>Play:</b> Player delivers the rock, sweeper sweeps and they try to get the rock to the zone the thrower was targeting.</p> <p><b>Make it a Game:</b> Award a point for each time the intended zone is reached – Set a goal – i.e. first pair of curlers to achieve 5 points wins!</p>		
15 minutes	<p><b>Drill:</b> “Up and Down”</p> <p><b>Drill objective:</b> Have curlers make weight adjustment from takeout to draw weight.</p> <p><b>Setup:</b> Curlers are grouped in teams of four. Each curler will throw two stones. First stone will be a takeout (Set up three target stones for the hit on one side of the sheet, leave the other side of the sheet open for draws)</p> <p><b>Play:</b> Curler throws a takeout (removed stones are replaced for the next curler) with sweepers and a skip, then the curler attempts to throw a draw on the other side of the sheet. Each member of the team rotates through</p> <p><b>Make it a Game:</b> Award a point for each time the intended shot is made – Set a goal – i.e. first team of curlers to achieve 5 points wins!</p>		
30 minutes	<p><b>2 End Game</b></p> <p><b>Setup:</b></p> <ol style="list-style-type: none"> <li>Divide the group into two teams.</li> <li>Rock, Paper, Scissors determines last rock advantage</li> <li>Teams must designate who will play what position and throw in the appropriate order.</li> </ol> <p><b>Play:</b> Play two ends.</p>		<p>Curlers should now be equipped with enough information to play a two end game.</p>
10 minutes (off ice)	<p><b>Cool Down – Static Stretches to increase flexibility</b></p> <ol style="list-style-type: none"> <li>Hamstring Stretch</li> <li>Calf Stretch</li> <li>Lunge Stretch</li> <li>Inner Thigh Stretch</li> <li>Cobra Stretch</li> <li>Quadriceps Stretch</li> <li>Worship Stretch</li> <li>Chest Stretch</li> <li>Upper Back Stretch</li> <li>Posterior Shoulder Stretch</li> <li>Triceps Stretch</li> <li>Forearm Stretch</li> </ol> <p><b>Share any wrap up messages, reminders for the next week.</b></p>	<p><b>Club Coach – Module 5 - Warmups and Cool Downs</b></p>	<p>Hold each stretch for 20-30 seconds</p>

# U18 Learn to Curl - Program Curriculum

## Week 6: Triple the Fun!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A, Delivery B, Delivery C, Brushing, Weight Control  
 New Skills – Weight Judgement, Line Calling, Positional Roles and Responsibilities  
 Intro to Strategy  
 Modified Triples Game

Equipment Needed:

- Sliders (Slip-on slider or curling shoes)
- Grippers
- Brushes
- Helmets (participant)
- Cones (for warm-up game “Snatch”)
- Intro to Strategy Powerpoint
- Strategy Board

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
2 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>Welcome</li> </ul>		
25 minutes	<b>Intro to Strategy – Resource – Intro to Strategy Powerpoint</b> <ul style="list-style-type: none"> <li><b>Group Discussion</b></li> </ul> During the basic strategy session, the following topics would be discussed: <ol style="list-style-type: none"> <li>Strength and weaknesses</li> <li>Styles of play</li> <li>Factors influencing shot selection</li> <li>Scoring concepts</li> <li>Tolerance</li> <li>Strategies when ahead on the scoreboard</li> <li>Strategies when behind on the scoreboard</li> </ol>		

### Strength and Weakness

Curlers are asked to identify their strength and weaknesses in the areas of sweeping ability, sweeping judgement, takeout ability, draw ability and finesse shot (freezes, tap back, and raise takeout) ability would be discussed. [Note: ask curlers what they “like” to do?]

### Styles of Play

The discussion on strengths and weaknesses would be a lead into the discussion on styles of play. Instructors can explain that teams should be identified as having one of the following styles of play:

Offensive – characterized as aggressive; lots of rocks in play; typically employs the use of guards, raises, freezes and come-around shots

Defensive – characterized as conservative; open; few rocks in play; takeout game

Balanced – can play the offensive and defensive styles of play

Instructor should explain that teams that are not strong hitters, should not adopt a defensive style of play.

### Factors Influencing Shot Selection

F – Free Guard Zone

E – End being played

S – Score

R – Last Rock Advantage

A – Ability of own team and opponents

I – Ice Conditions

N – Number of rocks remaining in end

### Scoring Concepts

Discuss strategy with last rock.

Goal is to score two or more

Offense

Use of the corner guards

Use of sides of sheet and keep four foot path clear

Discuss strategy without last rock.

Goal is to steal points or hold opposition to one point

Defence

Use of centreline guards

Play towards the centre of the sheet and block path to four foot

### Tolerance

When you think about the tolerance for a called shot, you are thinking about what are the possible results of the shot. Both the skip and the thrower should be thinking of the tolerance. Discuss tolerance for different situations. For example:

- a. The tolerance for a called guard may be a long guard or a draw into the rings.
- b. The tolerance for taking out a partial guarded rock may be to remove the guard.

Strategies When Ahead on the Scoreboard: Key points to this discussion would be:

- a. Usually a takeout game
- b. Try to minimize the number of rocks in play
- c. Try to minimize the guards



	<b>Strategies When Behind on the Scoreboard</b> a. More of a draw game b. Tendency is to have more rocks in play c. Usually need guards to score multiple point ends d. If early in the game, do not try to get all the points back at once		
8 minutes	<b>Warm-up</b> • “Snatch” – Watch this video - <a href="https://www.youtube.com/watch?v=z73sKMxkovQ">https://www.youtube.com/watch?v=z73sKMxkovQ</a> • Not warmed up enough? Follow this up with jumping jacks or running on the spot.		
Time Allotted	Activities	Reference	Instructor's Notes
10 minutes	<b>Dynamic Stretches:</b> a) Jumping Jacks b) Walking Knee Hugs c) Large Arm Circles d) Side Shuffles e) Lunges f) Squats g) Leg Swings h) Inch Worms i) Karaoke	<a href="#">Video demos - Dynamic Warm-ups</a>	By now the participants should be getting familiar with these warm-ups, ask for a volunteer participant to lead the group.
1 minute	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
1 minute	• Review safety/behaviour expectations		
<b>ON-ICE</b>			
Time Allotted	Activities	Reference	Key Factors
3 minutes	<b>Travelling on Ice</b> • By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each sessions. It reinforces how to travel on ice and cools down feet, grippers and sliders. <b>Drill:</b> Travelling Safely on the Ice <b>Drill objective:</b> To become comfortable moving safely on the ice. <b>Setup:</b> Each curler will need to have a slip-on slider or curling shoes to do this drill. If your program uses only step-on sliders, the drill can still be done, but explaining to curlers to shuffle along the ice while walking. <b>Play:</b> 1) Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle. 2) Place the head of the brush on the ice. 3) Place the majority of the body weight on the		<b>Tip:</b> Give the curlers an objective – have them slide to the other end and back along the sidelines, or set up a “course” using cones. It is not a race.

	<p>sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowing lifting their gripper foot off the ice.</p> <p>4) Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.</p> <p>5) Gradually give bigger pushes with the gripper foot and take longer slides.</p> <p>6) Have the Curlers move up and down the sheet until they feel comfortable.</p>		
60 minutes	<p><b>Drill: Modified Triples</b></p> <p><b>Drill Objective:</b> The objective of this game is so that each curler has a chance to play the role of skip and sweeper – to teach the positional roles and responsibilities at each position, teach basic strategy, line calling, and for sweepers to learn judgement skills.</p> <p><b>Set-up:</b> Put the curlers in teams of three, assign two teams of three to play against each other on a sheet. Assign each of the three players a role to play for the first two ends – Skip, Middle or Lead</p> <p><b>Play:</b> Each player throws two stones, alternating with the other team, as per normal curling rotation. After two ends of play the players rotate positions. After six ends, all three players on the team will play all positions on the team.</p> <p><b>Tip:</b> Don't keep score. This isn't about winning or losing – this drill is about learning what it takes to play each position.</p>		There should be two coaches per sheet to assist with this drill, one to help the new skips, the other to assist throwers and sweeper with their positional roles and responsibilities.
10 minutes (off ice)	<p><b>Cool Down – Static Stretches to increase flexibility</b></p> <ul style="list-style-type: none"> <li>a) Hamstring Stretch</li> <li>b) Calf Stretch</li> <li>c) Lunge Stretch</li> <li>d) Inner Thigh Stretch</li> <li>e) Cobra Stretch</li> <li>f) Quadriceps Stretch</li> <li>g) Worship Stretch</li> <li>h) Chest Stretch</li> <li>i) Upper Back Stretch</li> <li>j) Posterior Shoulder Stretch</li> <li>k) Triceps Stretch</li> <li>l) Forearm Stretch</li> </ul> <p><b>Share any wrap up messages, reminders for the next week.</b></p>	<b>Club Coach – Module 5 - Warmups and Cool Downs</b>	Hold each stretch for 20-30 seconds

# U18 Learn to Curl - Program Curriculum

## Week 7: Game ON!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals/Objectives: Review – Travelling on ice, Delivery A, Delivery B, Delivery C, Brushing, Weight Control, Weight Judgement, Line Calling, Positional Roles and Responsibilities, Strategy Game

Equipment Needed:

- Sliders (Slip-on slider or curling shoes)
- Grippers
- Brushes
- Cones (for warm-up game)
- Helmets (participant)

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
2 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>Welcome</li> </ul>		
8 minutes	<b>Warm-up</b> "The Cone Game" – Watch this video - <a href="https://www.youtube.com/watch?v=iTmzuki4bQM&amp;t=145s">https://www.youtube.com/watch?v=iTmzuki4bQM&amp;t=145s</a>		
10 minutes	<b>Dynamic Stretches:</b> <ul style="list-style-type: none"> <li>j) Jumping Jacks</li> <li>k) Walking Knee Hugs</li> <li>l) Large Arm Circles</li> <li>m) Side Shuffles</li> <li>n) Lunges</li> <li>o) Squats</li> <li>p) Leg Swings</li> <li>q) Inch Worms</li> <li>r) Karaoke</li> </ul>	<a href="#">Video demos - Dynamic Warm-ups</a>	The participants should be getting familiar with these warm-ups, ask for a volunteer participant to lead the group.

1 minute	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills
1 minute	• Review safety/behaviour expectations		
<b>ON-ICE</b>			
<b>Time Allotted</b>	<b>Activities</b>	<b>Reference</b>	<b>Key Factors</b>
3 minutes	<b>Travelling on Ice</b> <ul style="list-style-type: none"> <li>By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each sessions. It reinforces how to travel on ice and cools down feet, grippers and sliders.</li> </ul>		This has now become a routine part of their warm-up.
90 minutes	<b>6 End Game</b> Setup: <ul style="list-style-type: none"> <li>a) Form teams of four.</li> <li>b) Rock, Paper, Scissors determines last rock advantage</li> <li>c) Teams must designate who will play what position and throw in the appropriate order.</li> </ul> Play: Play six ends with instructors present on ice and helping with strategy and game procedures.		Coaches should be at both ends to help with strategy and game procedures.
5 minutes (off ice)	<b>Cool Down – Static Stretches to increase flexibility</b> <ul style="list-style-type: none"> <li>a) Hamstring Stretch</li> <li>b) Calf Stretch</li> <li>c) Lunge Stretch</li> <li>d) Inner Thigh Stretch</li> <li>e) Cobra Stretch</li> <li>f) Quadriceps Stretch</li> <li>g) Worship Stretch</li> <li>h) Chest Stretch</li> <li>i) Upper Back Stretch</li> <li>j) Posterior Shoulder Stretch</li> <li>k) Triceps Stretch</li> <li>l) Forearm Stretch</li> </ul> <b>Share any wrap up messages, reminders for the next week (i.e. Longer session due to after curling party).</b>	<b>Club Coach – Module 5 - Warmups and Cool Downs</b>	Hold each stretch for 20-30 seconds

# U18 Learn to Curl - Program Curriculum

## Week 8: The Tournament!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ # of Participants: \_\_\_\_\_ # of Sheets: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Assistant Coach: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals/Objectives: Fun  
Competition  
Celebration of Learning

Equipment Needed:

- Sliders (Slip-on or curling shoes)
- Grippers
- Brushes
- Helmets (participant)
- Drawsheets

Potential Risk Factors: Injury Due to Fall, Repetitive Use Injury

Time Allotted	Activities	Reference	Instructor's Notes
Pre Session Activity	<ul style="list-style-type: none"> <li>Complete an <a href="#">Emergency Action Plan</a> and Facility Safety Checklist</li> <li>Prepare Nametags</li> <li>Gather necessary equipment</li> <li>Prepare/Select Music playlist</li> <li>Secure instructors and provide/review lesson plan</li> </ul>		
<b>OFF ICE</b>			
2 minutes	<b>Introduction</b> <ul style="list-style-type: none"> <li>Welcome</li> </ul>		
8 minutes	<b>Warm-up</b> Curler's Choice – Let them choose what activity they enjoyed the most from the past weeks.		
10 minutes	<b>Dynamic Stretches:</b> <ul style="list-style-type: none"> <li>s) Jumping Jacks</li> <li>t) Walking Knee Hugs</li> <li>u) Large Arm Circles</li> <li>v) Side Shuffles</li> <li>w) Lunges</li> <li>x) Squats</li> <li>y) Leg Swings</li> <li>z) Inch Worms</li> <li>aa) Karaoke</li> </ul>	<a href="#">Video demos - Dynamic Warm-ups</a>	The participants should be getting familiar with these warm-ups, ask for a volunteer participant to lead the group.


1 minute	<b>Final Slide Position (off-ice)</b>		Sport Specific Stretch, provides an opportunity for preliminary instruction which will tie into on ice skills																				
1 minute	<ul style="list-style-type: none"><li>Review safety/behaviour expectations/Explanation of the Tournament</li></ul>																						
<b>ON-ICE</b>																							
<b>Time Allotted</b>	<b>Activities</b>	<b>Reference</b>	<b>Key Factors</b>																				
3 minutes	<b>Travelling on Ice</b> <ul style="list-style-type: none"><li>By now the curlers should be getting more comfortable on ice, but continue to build this into the program, by having the curlers travel down the sidelines and back at the beginning of each session. It reinforces how to travel on ice and cools down feet, grippers and sliders.</li></ul>		This has now become a routine part of their warm-up.																				
90 minutes	<b>2 End Game/3 Game - Tournament</b> Setup: <ul style="list-style-type: none"><li>a) Form teams of four, Teams must designate who will play what position and throw in the appropriate order.</li><li>b) Teams will be assigned a colour – they will always be that colour</li><li>c) Create a draw where teams play two ends, and rotate to a different sheet to play a new opponent for the next two ends.</li><li>d) The score is cumulative and the team assumes the score of the game they move to. The competition becomes top of the scoreboard vs. bottom of the scoreboard, adding up all the scores on all the sheets.</li></ul> Play: Play six ends with instructors present on ice and helping with strategy and game procedures.  <b>Sample Draw</b> <table><tr><th>Ends/Sheet</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>1-2</td><td>A vs. B</td><td>C vs. D</td><td>E vs. F</td><td>G vs. H</td></tr><tr><td>3-4</td><td>C vs. H</td><td>E vs. B</td><td>G vs. D</td><td>A vs. F</td></tr><tr><td>5-6</td><td>E vs. D</td><td>G vs. F</td><td>A vs. H</td><td>C vs. B</td></tr></table>	Ends/Sheet	1	2	3	4	1-2	A vs. B	C vs. D	E vs. F	G vs. H	3-4	C vs. H	E vs. B	G vs. D	A vs. F	5-6	E vs. D	G vs. F	A vs. H	C vs. B		Coaches should be at both ends to help with strategy and game procedures.
Ends/Sheet	1	2	3	4																			
1-2	A vs. B	C vs. D	E vs. F	G vs. H																			
3-4	C vs. H	E vs. B	G vs. D	A vs. F																			
5-6	E vs. D	G vs. F	A vs. H	C vs. B																			
5 minutes (off ice)	<b>Cool Down – Static Stretches to increase flexibility</b> <ul style="list-style-type: none"><li>m) Hamstring Stretch</li><li>n) Calf Stretch</li><li>o) Lunge Stretch</li><li>p) Inner Thigh Stretch</li><li>q) Cobra Stretch</li><li>r) Quadriceps Stretch</li><li>s) Worship Stretch</li></ul>	<b>Club Coach – Module 5 - Warmups and Cool Downs</b>	Hold each stretch for 20-30 seconds																				

	t) Chest Stretch u) Upper Back Stretch v) Posterior Shoulder Stretch w) Triceps Stretch x) Forearm Stretch  <b>Share any wrap up messages, thank you's, and opportunities to continue to participate.</b>		
<b>OPTIONAL</b> But recomm- ended	<b>Celebrate the Program with a Party! Tie the "Tournament" into the party – i.e. Make it an Olympics theme and assign each team a country the week before.</b>  <b>Ideas:</b> <ul style="list-style-type: none"> <li>• Pizza Party</li> <li>• Theme Party (i.e. Superhero Party, Olympics Party)</li> <li>• Award Prizes</li> <li>• Show highlight reel (this requires taking photos and videos throughout the program)</li> <li>• Photobooth</li> </ul>		



# INTRO TO STRATEGY

U18 Learn to Curl  
Week 6





# Intro to Strategy – Topics of Discussion

- Strength and weaknesses
- Styles of play
- Factors influencing shot selection
- Scoring concepts
- Tolerance
- Strategies when ahead on the scoreboard
- Strategies when behind on the scoreboard

# Strengths and Weaknesses

- What type of curling shots do you like to do? – Hits, Takeouts, Freezes, etc...
- Why do you like those shots?
- Why would it be an advantage to know your team's strengths and weaknesses?
- How can a skip use this information?

# Styles of Play

- Offensive – characterized as aggressive; lots of rocks in play; typically employs the use of guards, raises, freezes and come-around shots
- Defensive – characterized as conservative; open; few rocks in play; takeout game
- Balanced – can play the offensive and defensive styles of play



# Factors Influencing Shot Selection

F – Free Guard Zone

E – End being played

S – Score

R – Last Rock Advantage

A – Ability of own team and opponents

I – Ice Conditions

N – Number of rocks remaining in end

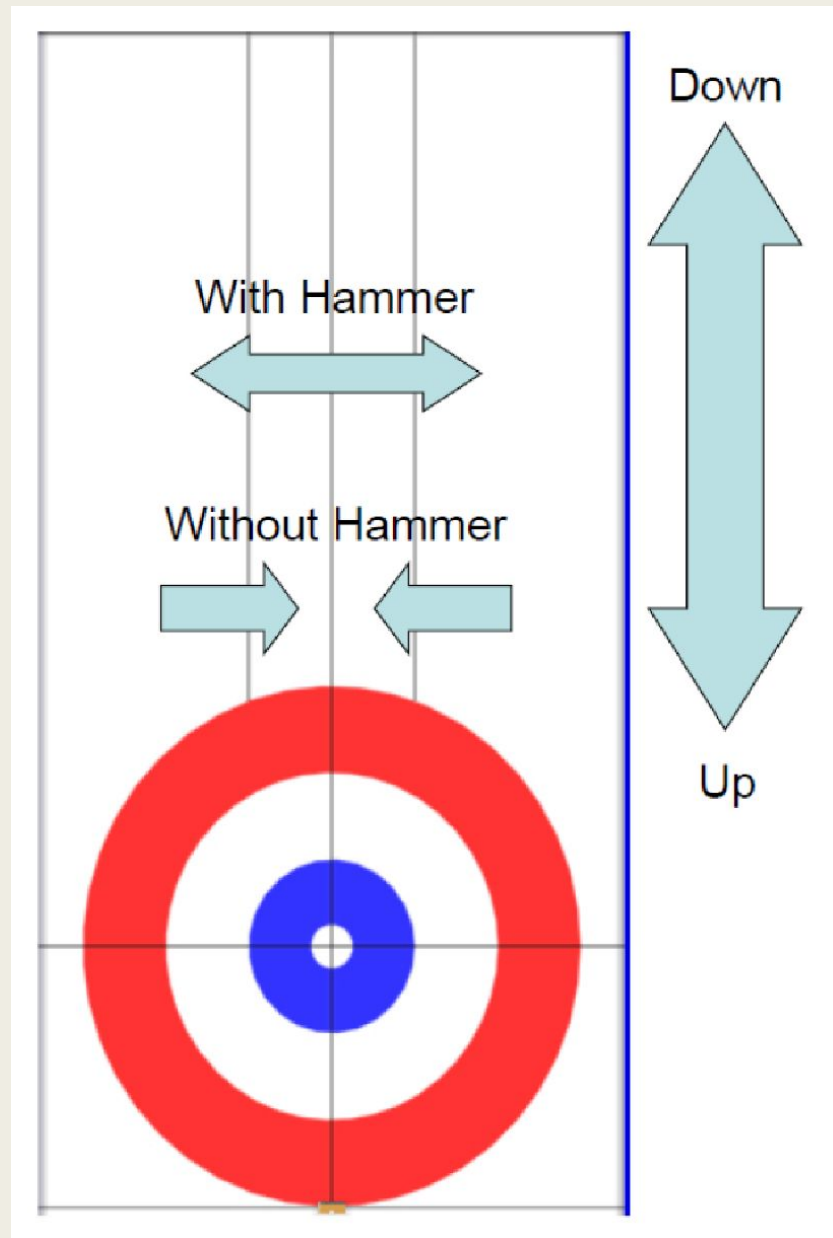
# Scoring Concepts

## With Hammer

- Goal is to score two or more
- Use of the corner guards
- Use of sides of sheet and keep four foot path clear
- Offense

## Without Hammer

- Goal is to steal points or hold opposition to one point
- Use of centreline guards
- Play towards the centre of the sheet and block path to four foot
- Defence



### **Play Offense:**

- When down in points
- With Hammer
- When offensive shots are your strength

### **Play Defense:**

- When up in points
- Without hammer
- When defensive shots are your strength

# Tolerance

- When you think about the tolerance for a called shot, you are thinking about what are the possible results of the shot. Both the skip and the thrower should be thinking of the tolerance. Discuss tolerance for different situations. For example:
  - *The tolerance for a called guard may be a long guard or a draw into the rings.*
  - *The tolerance for taking out a partial guarded rock may be to remove the guard.*

# Let the Scoreboard Guide you...

## General Guidelines when ahead on the scoreboard include:

- Usually a takeout game
- Try to minimize the number of rocks in play
- Try to minimize the guards

## General Guidelines when behind on the scoreboard include:

- More of a draw game
- Tendency is to have more rocks in play
- Usually need guards to score multiple point ends
- If early in the game, do not try to get all the points back at once



# Curling Jeopardy

U18 Learn to Curl  
Week 4

# Reverse Curling Jeopardy

Etiquette	Game Protocol	Rules	Positions	Other Stuff
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>

Final Jeopardy

# Etiquette - \$100

- How you start and end each game?
- Handshake



# Etiquette - \$200

- What should you be doing when your opponent is delivering?
- Quiet and Still



# Etiquette - \$300

- What should you never do when your opponent misses a shot?
- Cheer



# Etiquette - \$400

☐ Knees and hands cause the ice to \_\_\_\_\_?

☐ Melt



# Etiquette - \$500

- Seven other curlers are waiting for you to start a game, you should always be...?
- On-time



# Game Protocol - \$100

- In the first end, hammer and colour choice is determined by...?
- A coin toss





# Game Protocol - \$200

In each end, teams will alternate and throw  
\_\_\_\_\_ stones per team

■ Eight



# Game Protocol - \$300

■ In order for a stone to be “in play” it must cross the....?

■ Hogline at the playing end



# Game Protocol - \$400

- A curler must release the stone before the leading edge begins to cross the \_\_\_\_\_?
- Hogline at the throwing end.



# Game Protocol - \$500

- True or False – Stones can be measured at any point during an end to determine who is “shot”

- False



# Rules - \$100

- A stone is out of play if it touches the \_\_\_\_\_ and completely crosses the \_\_\_\_\_?
- Sideline and Backline



# Rules - \$200

- Behind the tee lines a stone may be brushed by the opponent, but the \_\_\_\_\_ team has first privilege of brushing the stone
- Delivering



# Rules - \$300

- If no team scores, the end is considered to be a \_\_\_\_\_ end?

- Blank



# Rules - \$400

- If team "A" scores in end two, hammer in end three will belong to: Team "A" or Team "B" (select one)
- Team "B"





# Rules - \$500

- The 4-Rock Rule, Free Guard Zone Rule is in effect, which means that any opposition stone coming to rest in the free guard zone may be moved but not removed from play until the \_\_\_\_\_ rock of the end
- Fifth



# Positions - \$100

- Only the \_\_\_\_\_ & \_\_\_\_\_ may be behind the house while the opponents are delivering?
- Skip and Third



# Positions - \$200

- During the opponent's shot, sweepers should remain between hoglines and move back to the throwing end on the \_\_\_\_\_?
- Sidelines



# Positions - \$300

- If a player delivers a stone of the wrong colour, when the stone comes to rest, it is replaced with...
- A stone of the correct colour.



# Positions - \$400

- The skip is the one who decides \_\_\_\_\_?
- Strategy



# Positions - \$500

- The \_\_\_\_\_(s) are responsible for measuring any stones at the completion of an end.

- Thirds



# Other - \$100

- Right-handed players shall deliver from the \_\_\_\_\_ hack.

- Left



# Other - \$200

- True or False – (Between the tee line at the delivering end and the hog line at the playing end) – If a moving stone is touched by the team to which it belongs, or by it's equipment, the touched stone is removed from play immediately by that team.
- True





# Other - \$300

- If by mistake, a player misses delivering a stone, who must throw the last stone of the end?
- The player who missed their turn.



# Other - \$400

- True or False – You can remove your own stone from the FGZ.

- True

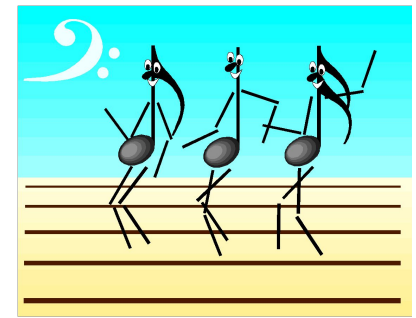


# Other - \$500

- If a stationary stone is displaced, who gets to replace it?
- Non-offending team



# Final Jeopardy



- What happens if two stones are exactly tied (as determined by a measure) at the completion of an end?
- If two or more stones are tied, then none of the tied stones shall count and only stones closer to the tee than the tied stones shall be eligible to be counted. If the tied stones are to determine which team shall count in that end, then end shall be considered blank.

