

# ABOUT ASCENSION

Ascension is a four-level program, with eight to ten weekly sessions per level. Each weekly training session is two hours long and is divided into three sections: off-ice learning session, on-ice learning session, and game play.

The program aims to teach the basic curling techniques and skills to adults. With this creative program, we want to offer a positive experience to all the participants in a safe and secure environment. We also offer a training session to the instructors who will be in charge of the program in each of their respective curling clubs.

The final goal is to have all participants reach an intermediate level of play which will help with member retention in each club offering the program.

In the novice level, participants will get to know the game as well as learn all of the curling terminology. Curlers will learn to sweep in the open position and will understand the reasons why it is important to sweep a stone. Players will also learn the starting position in the hack and how to complete a balanced slide with a stabilizer. The beginner level strategy aims to provide a general understanding of the basic game strategy with and without the hammer, and also teaches the participants the different types of shots and weights to select from.

Upon completion of the intermediate level, players will be able to sweep in both the open and closed positions and will understand the four key points to the sweeping position, know why to sweep a stone and know how to communicate the speed of the stone to their team. Each curler will also be at ease with the starting position in the hack and will be able to execute a balanced slide using a broom, and will even be able to slide with their eyes closed. The intermediate-level strategy includes the basic strategy with and without the hammer, explains the different factors that influence the strategy choices, and teaches the differences between a defensive strategy, a cautious strategy and an offensive strategy. Players will also develop an understanding for adapting their game plan for the beginning, middle and end of the game.

After completing the advanced levels, each curler will be able to sweep with ease and will have a better understanding and better execution of the key points to the sweeping position, will master the footwork while sweeping and will be able to efficiently communicate the speed of the stone to their teammates. Participants will know how to correctly execute the recommended starting position in the hack, will be able to complete a balanced slide with or without a broom, and will be able to slide towards a target with their eyes closed, with or without a broom. The advanced-level strategy will master the different strategies based on the different game scenarios and will teach the participants how to adapt their strategies accordingly.

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# GENERAL RECOMMENDATIONS

* We strongly recommend holding a “club coach” clinic or a private training session for the instructors who will be teaching the classes. The private training session should be taught by someone who has their Competition-Introduction certification or higher. The goal for this workshop is to ensure that the instructors have a good understanding of the skills which will be taught throughout the course, and a general understanding of the program itself.
* This developmental league is geared towards a recreational level curler. The participants within each group will likely have many different skill levels and different physical abilities. We recommend that the instructors adapt the training sessions accordingly in order to maintain a safe environment at all times.
* In the event that an accident occurs during one of the sessions, the instructor must complete an accident report and send one copy to the club administrator(s) and one copy to Curling Quebec.
* We recommend that all instructors have their CPR/AED certification as an extra safety measure to be able to adequately respond to any accidents that may occur during the classes.
* Each class is divided into 4 sections (off-ice theory, on-ice training, game time as well as stretching). Each activity has a recommended time associated with it, but feel free to adapt the allotted time according to the number of participants, the ice availability or the skill level of the participants.
* If there are more than one group per level (more than 8 participants), we recommend dividing the players up by skill level so that the participants can all learn at a similar pace.
* For the beginner levels (1 and 2), we recommend rotating the players’ positions during the games so that they can get a feel for the different roles of each position. In the more advanced levels (3 and 4), we recommend that the instructors designate positions for each player based on their level of play.
* For the on-ice drills, especially for levels 1 and 2, the instructor or the participants should push the stones towards the side of the sheet after they have come to rest in order to prevent any accidents/collisions with the following stones. Only certain drills will require the stones to be left in play.
* It is recommended for the instructors to participate in the warm up, the stretching and the on-ice activities as a way of setting a good example for the participants.
* During the end-of-class stretching session, the instructors can also review everything that the participants have learnt up until that point.
* For more than one group per level, the club may decide to offer the program on multiple days of the week.
* It is recommended to increase the price of the course as the levels increase to account for the increased difficulty and to pay the instructors for their time.

Last but not least, don’t forget to have fun with the participants!

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# SUMMARY - LEVEL 2



Week 1

**Theme**: Welcome/Introductions/Position in the hack review

**Key Points**:

* Welcome/Introductions
* Description of the program
* Review/Position in the hack

| 30 | 60 | 30 |
| --- | --- | --- |

## 

Week 2

**Theme**: Position in the hack/Line of delivery

**Key Points**:

* Position with a stabilizer and a broom
* Backward and forward motion
* Sliding toward a target

| 30 | 60 | 30 |
| --- | --- | --- |

## 

Week 3

**Theme**: Holding the rock/Rock rotation/Release

**Key Points**:

* Understanding how to hold the rock
* Introduction to the release zone
* A draw is expected to have between 3 to 4.5 rotations

| 30 | 60 | 30 |
| --- | --- | --- |



Week 4

**Theme:** Sweeping

**Key Points**:

* Open position sweeping
* Sweeping with 2 players
* Introduction of the 4 key points to efficient sweeping

| 30 | 45 | 45 |
| --- | --- | --- |



Week 5

**Theme**: Communication & team dynamics

**Key Points**:

* Role of each player/Position on the ice
* What makes for efficient communication
* Communication before, during and after a shot

| 60 | 30 | 30 |
| --- | --- | --- |



Week 6

**Theme:** Weight control

**Key Points**:

* Three different types of throws
* Establishing a sign system
* Understanding varying game conditions

| 30 | 60 | 30 |
| --- | --- | --- |



Week 7

**Theme**: Introduction to strategy

**Key Points**:

* Basic strategy with or without the hammer
* Factors that can influence our choices
* What is tolerance?

| 40 | 30 | 45 |
| --- | --- | --- |

## 

Week 8

**Theme**: Introduction to take-outs

**Key Points**:

* The different types of take-outs
* Draw vs take-outs
* When to use take-outs

| 30 | 45 | 45 |
| --- | --- | --- |

## 

Week 9

**Theme**: Technique review & special games

**Key points**:

* Understanding & executing the sliding technique
* Understanding & executing open position sweeping
* Understanding basic strategy

| 15 | 45 | 60 |
| --- | --- | --- |

## 

Week 10

**Theme**: End of session party

**Key Points**:

* Games for fun
* Global review of all the points seen during Level 2
* Course evaluation by participants

| 15 | 15 | 90 |
| --- | --- | --- |

**Recommended time per session for the following sections**

| Off-ice technique | On-ice technique | Game played |
| --- | --- | --- |

**Level 2 equipment needed**



On-Ice

* Grippers
* Sliders
* Stabilizers
* Brooms
* Orange soccer cones
* Empty tissue boxes
* Plastic cups or buckets
* Spoons
* Foam balls or ping pong balls



Off-Ice

* The participant guide or notepad
* Pens
* Plastic rock or Floor Curl kit
* Magnetic board
* Magnets
* Dry-erase markers for the magnetic board

# WEEK 1 - Welcome/Introductions/Review of position in the hack

## **Goals**

| * Welcoming the participants/Introductions * Understanding the playing area * Review of position in the hack |
| --- |

## **Off-ice session (30 minutes)**

| 10 minutes **- Welcome**   * Welcome the players * Introduction of the instructor(s) * Introduction of position in the hack |
| --- |
| 5 minutes **- Presentation of the development league as a whole**   * Presentation of the development league as a whole (goals, program duration, duration of sessions and topics to be seen in Level 2) |
| 10 minutes **– Review of curling sheet and safety elements**   * The instructor asks questions about basic terminology and reminds participants of the safety instructions to be observed on and off the ice. |
| 5 minutes **- Warm-up sessions**   * The instructor reminds participants about the importance of warming up before the sport (activating circulation, awakening the brain and the senses, increasing muscle oxygenation). * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor directs the warm-up session. |

## **Technical session on-ice (60 minutes)**

| 20 minutes **– Drill #1: Getting comfortable on the ice**   * Wearing two non-slip soles, players step onto the ice. * The instructor reviews and demonstrates the position in the hack with a stabilizer (with and without a rock).      * Participants take turns assuming the starting hack position and try to slide towards the instructor who is standing at the hog line. If some participants are less comfortable, they can lay their broom flat on the ice or use two stabilizers.   \*If the participants do not slide towards the target, take the time to help them with their line of delivery. |
| --- |
| 20 minutes **– Drill #2: Keep your balance, go further and further**   * The instructor places a few objects on the ice at different positions and distances. * Participants set up in the hack with a stabilizer (without a rock).      * They must be able to slide to each object while maintaining their balance.   \*It is important that the participants take their time in the hack, not wanting to push too quickly. You can also place objects past the nearest hog line. |
| 20 minutes **– Drill #3: Curling is like riding a bike**   * The instructor reminds participants how to sweep in the open position. * The instructor places two cones in the far house as targets. * For each shot, one participant will sweep in order to practice sweeping in the open position.      * Participants take turns throwing draws in order to find draw weight. The sweepers regain ease with their movement on the ice while sweeping according to the speed of the rock. |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the players’ positioning in the hack. * Ask participants to use only guard, draw or light take-out weight. * At the end of each end, ask the participants to count the points and post the score on the scoreboard.   **\***The instructor focuses on the participants' position in the hack during the game. |
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## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * The instructor reminds participants about the importance of stretching after curling (relaxing the muscles, avoiding the risk of injury, better evacuation of metabolic waste). * Choose four to five stretches and hold the positions for 30 to 45 seconds each. * The instructor directs the stretching session. |
| --- |

End of the session, thank the participants and announce the subjects that will be covered in the next session!

# WEEk 2 - Position in the hack/Line of delivery

## **Goals**

| * Position with a stabilizer and with a broom * Backward and forward movement * Pushing from the hack towards a target |
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## **Off-ice session (30 minutes)**

| 5 minutes **- Welcome the participants and re-introduce everyone. Review the points discussed last week.** |
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| 5 minutes **- Sliding position with a broom**   * The instructor introduces the concept of sliding with a broom and demonstrates the starting position and the sliding position with the equipment. |
| 15 minutes **– The stages of the slide**   * The instructor explains the different stages of the slide (backswing, pause, forward swing, push). |
| 5 minutes **- Warm-up session**   * Reminder of two benefits of warming up (e.g. activates body oxygenation and brain awakening) * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor directs the warm-up session. The group can form a circle. The instructor throws the ball at a participant while calling their name and so on until all the participants have caught the ball. |

## **Technical session on-ice (60 minutes)**

| 15 minutes **– Drill #1: The stages of the slide (while in the hack)**   * The instructor demonstrates the different stages of the slide while in the hack (in slow motion) and can take two to three slides so that each participant understands the various stages by observing them from the front, from the side and from behind the instructor. * Each participant reproduces the stages of the slide with a stabilizer and a rock for more stability. |
| --- |
| 15 minutes **– Drill #2: Slide between two objects towards a target**   * The instructor places two cones or tissue boxes at the nearest hog line and places a broom in between the two objects as a target. * Participants take the time to properly set up in the hack, remembering the different stages of the slide, and then slide towards the target.      * Participants try to become aware of the movements made in the hack.   \*For this session, participants do not necessarily need to have a backswing (or very little backswing). We want to reproduce a slide for a guard or a draw. |
| 15 minutes **– Drill #3: A balanced slide towards a distant target**   * The instructor places two cones in the house at the far end as targets. * The instructor then places a few plastic cups along the line of delivery in the sliding area near the participant. * The participants take turns sliding towards the target, without rocks, while trying to pick up the plastic cups.      * As they progress, continue placing a few plastic cups along the line of delivery and each participant throws a rock, with the requested handle, aiming at the target. The goal is to hit all the cups with the rock. |
| 15 minutes – **Introduction to sliding with a broom**   * The instructor introduces and demonstrates the technique of sliding with a broom. * Each participant can try sliding with a broom instead of the stabilizer. Use a rock for more stability. It is still suggested to keep the stabilizer for the beginner level to ensure greater safety. Participants who are comfortable with the broom will have the choice of equipment in the following sessions. |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the position in the hack and the stages of the slide. * Ask participants to use only guard, draw or light take-out weight. * After each end, ask the participants to count the points and post the score on the scoreboard.   \*The instructor focuses on the starting position and the stages of the slide. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * The instructor asks the participants which muscle groups are used in curling. * Choose four to five stretches and hold each position for 30 to 45 seconds. * The instructor directs the stretching session according to the participants' responses. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 3 - Holding the rock/Release

## **Goals**

| * Understanding the proper technique for holding the rock * Introduction to the release zone * Count between 3 and 4.5 rotations for a draw |
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## **Off-ice session (30 minutes)**

| **Review the points that were seen last week** |
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| 10 minutes **- Review of holding the rock**   * The instructor uses a plastic rock or a curling rock from the Floor Curl kit to demonstrate the grip on the handle of a stone. The instructor can ask the participants if they remember any of the technical points learnt earlier in the program. |
| 15 minutes **– The release zone and the rotations**   * The instructor introduces the concept of the release zone to seek consistency between the players on each team. * The movement of the release can be timed by saying the key words "Tic Tac Toe". |
| 5 minutes - **Warm-up session**   * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session with the participants. * The group gathers in a large circle. The instructor throws a ball to a participant while calling their name and the participant demonstrates a warm-up exercise. Once finished, the participant throws the ball to someone else, calling their name and so on. |

## **Technical session on-ice (60 minutes)**

| 20 minutes **– Drill #1: Mastering holding the rock and the release zone**   * The instructor demonstrates the technique for properly holding the handle of the rock. Each participant takes a stone to reproduce the example.      * The instructor places two cones in the release zone to explain the release area: where we start the rotation and where we release the rock at 12 o’clock.      * Each participant has the chance to try a clockwise and a counter-clockwise shot while respecting the release zone. Upon reaching the first cone, the participant says "Tic Tac Toe" and by the end of this phrase, they should have released the rock at the 12 o’clock position. * The participant keeps their hand in the release position once they have let go of the rock. The instructor looks at their position and makes adjustments (example: the participant may no longer have the shoulders at the same height or perpendicular to the line of delivery or the position of the hand has not finished the movement of releasing at 12 o’clock). * The instructor stops the rock once it has passed the hog line. |
| --- |
| 20 minutes **– Drill #2: Throw in the right zone with the right rotation**   * The instructor places cones on the side of the sheet to create four zones (guard and draw).      * Each participant throws a rock to the requested area with the right rotation while focusing on the release area (be sure to keep the two cones set up to indicate where to start the handle rotation and where to release). * Each participant tries to count the number of rotations after they let go of the rock. The goal is to throw between 3 and 4.5 rotations for a guard or a draw. * You can have someone in the house who signals the target with their broom as well as a sweeper who tries to communicate the speed and to sweep if the rock is too light to reach the indicated area. |
| 20 minutes **– Drill #3: The simulated game**   * The instructor or a participant plays the role of the skip and calls a shot (e.g. zone 2 guard or zone 3 come around draw). * The player tries to execute the requested shot by concentrating on holding the rock properly and releasing it within the release zone. The player then counts the number of rotations the rock completed during its trajectory. * Two sweepers try to communicate the speed of the shot by calling a zone and sweep according to the requested objective. |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the grip on the handle and to the release. * Ask participants to use only guard, draw or light take-out weight. * After each end, ask the participants to count the points and mark them on the scoreboard.   \*The instructor focuses on the techniques used to hold the handle and to release the stone. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * Choose four to five stretches and hold each position for 30 to 45 seconds. * The instructor directs the stretching session according to the participants' responses, with the same ball game used during the warm-up. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 4 - Sweeping

## **Goals**

| * Sweeping in the open position * Sweeping with two players * Introduction of the four key points to effective sweeping |
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## **Off-ice session (30 minutes)**

| **Review the points seen last week** |
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| 10 minutes **- Sweeping in the open position and sweeping in pairs**   * The instructor reminds participants about sweeping in the open position and reviews the positions that the two sweepers must assume while moving with a rock. The instructor demonstrates an example and can use any object or plastic rock to simulate a rock. The instructor also reviews the roles of each sweeper. |
| 15 minutes **– The four key points for effective sweeping**   * The instructor discusses the ideal position for effective sweeping. Demonstrating off-ice is safer for participants to try the positions and the four key points. |
| 5 minutes - **Warm-up session**   * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session with the help of the participants. |

## **Technical session on-ice (45 minutes)**

| 5 minutes **– Demonstration**   * The instructor demonstrates the sweeping position according to the four key points. * The instructor explains and demonstrates the footwork. * Participants can practice this technique by sweeping across the center line from one hog line to the other hog line and back. Do not forget to change the body position and to reverse the hands to stay in the open position on the way back. |
| --- |
| 20 minutes **– Drill #1: Round trip**   * Participants take a few practice slides to prepare their muscles for the drills. * The instructor divides the participants into groups of three. * Player A throws a rock with guard or draw weight. Player B sets up in the open position to the left of the player in the hack and player C sets up in the open position to the right of the player in the hack.      * Team members rotate positions after each throw so that all participants can throw a few rocks and sweep in the open position on each side of the rock. |
| 20 minutes **– Drill #2: Teamwork**   * The instructor divides the participants into two teams per sheet. * Each team has a thrower, two sweepers and a skip, and they will rotate positions after each throw. * The goal for each team is to get as many rocks into the house as possible (1 point per successful throw). * Participants must combine techniques of throwing, sweeping and communication in order to obtain a good score.   \*It is important to make sure that all participants wear two grippers for the sweeping drills. |

## **Game (45 minutes)**

| **Game #1 - 3 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the four key points related to sweeping. * Ask the participants to use only guard, draw or light takeout weight. * After each end, ask the participants to count the points and to post them on the scoreboard.   **\***The instructor focuses on the participants' sweeping techniques. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * Choose three to four stretches and hold each position for 30 to 45 seconds. * The instructor directs the stretching session. * For the last exercise, ask the participants to lie on their backs or sit in a comfortable position, eyes closed (you can put on some relaxing music). * The instructor asks the participants to place both hands on their stomachs and then to inhale deeply for 5 seconds. Participants should feel their hands rise. Finally, exhale for 5 seconds, gently blowing air through the mouth. Repeat 3-5 times.   \*Controlled abdominal breathing allows the body to relax as well as to decrease tension in the neck and shoulders. |
| --- |

End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 5 - Communication/Team dynamics

## **Goals**

| * Roles of each player/position on the ice * What makes communication effective * Communication before, during and after each shot |
| --- |

## **Off-ice session (60 minutes)**

| **Review the points seen last week** |
| --- |
| \*Communication is one of the most important aspects on any curling team. Effective and clear communication by each player will have a major impact on the outcome of each shot. |
| 20 minutes **– Roles of each player and position on the ice**   * The instructor reviews each player’s roles on the team. * Form four groups and ask each group to write down the roles for one of the players (ex. group #1 writes down the roles for the lead). * Each team will then share the roles they came up with to the whole group and the instructor helps to fill in the missing points. * The instructor explains the positions that each player must adopt on the ice (active and inactive team). |
| 10 minutes - **What is effective communication**   * The instructor explains what communication is and what makes it effective. |
| 25 minutes - **Communication before, during and after each shot**   * The instructor, with the help of participants' ideas, explains what effective communication should consist of before, during and after each shot. |
| 5 minutes **- Warm-up session**   * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor directs the warm-up session. |

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## **Technical session on-ice (30 minutes)**

| 5 minutes **– Practice**   * Participants take a few practice slides to warm up their muscles and each throw two stones up and down the sheet to break down the pebble and to get the ice surface to a more constant speed. |
| --- |
| 25 minutes **– Drill #1: The four zones**   * The instructor divides the participants into teams of four and assigns a position to each participant (lead to skip). * Each participant throws two rocks as a complete team with sweepers and a skip. * The instructor places cones on the side of the sheet to indicate the four zones at the opposite end. * Each team’s objective is to get two rocks to stop in each zone. Once the rock has stopped, move it to the side in line with where it stopped to avoid anyone tripping over it. * Participants must focus on communicating the speed of the ice, the speed of the thrown rock and their game plan in order to reach all four areas. * Run this drill for two ends. For the second end, each team must try to beat their record established in the first end while improving their communication.   \*At the end of the drill, the instructor discusses with the teams to see if they have succeeded in establishing effective communication according to their position on the team, and what has improved or not after the second end compared to the first end. |

## **Game (30 minutes)**

| **Game #1 - 2 ends: The scenarios**   * The instructor divides the participants into two teams per sheet. * The instructor gives a situation to each sheet (if more than 8 participants). For example, sheet 1 = first end. Sheet 2 = 4th end and Team A leads by two points. Sheet 3 = last end and the score is tied. Change the scenarios for the second end. * The instructor supervises the game and provides positive feedback on the communication used by each team. * Ask the participants to use only guard, draw or light take-out weight. * After each end, discuss with the participants to see how their game plan went and if their communication was effective. The instructor asks which points could be improved.   \*The instructor should focus on communication between participants. This drill allows players to learn to communicate better according to the established plan and to each participant’s role. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * Choose three to four stretches and hold each position for 30 to 45 seconds. * The instructor directs the stretching session. |
| --- |

End of the session, thank the participants and announce the subjects that will be covered in the next session!

# WEEK 6 - Weight control

## 

## **Goals**

| * Recognize the three types of shots * Establish a signal system * Understand the need to adapt to changes in playing conditions |
| --- |

## **Off-ice session (30 minutes)**

| **Review the points seen last week** |
| --- |
| 10 minutes **- Shot types**   * The instructor describes the different types of shots and mentions examples of situations where each type will be prioritized. |
| 5 minutes **– Create a signal system**   * The instructor creates a signal system that participants will use, according to the required weight during drills and games. |
| 10 minutes - **Variations of shots according to playing conditions**   * The instructor asks the participants which playing conditions might affect the shot selection during a game and then explains some of those conditions. |
| 5 minutes **- Warm-up session**   * Choose four to five exercises and perform each for about 30 to 45 seconds. * The instructor leads the warm-up session. |

## **Technical session on-ice (60 minutes)**

| 20 minutes **– Drill #1: Do you know the sign?**   * The participants take a few slides to warm up and should note that for the first drill, we are reproducing the start of a game and the ice should be a little rougher/slower. Participants must therefore think about pushing out of the hack a little harder than usual. After a few shots, the ice should have picked up speed and participants will need to adjust their thrust from the hack. * The instructor plays the role of the skip by showing a different sign for each shot. * For this drill, we’ll have a thrower and two sweepers. Sweepers are asked to communicate the speed and to sweep if the rock is light. |
| --- |
| 20 minutes **– Drill #2: The line of fire (beginner version)**   * The instructor divides the participants into two teams per sheet. Each team chooses a rock color and must accumulate as many points as possible. * All stones must come to rest in the playing area and between the two 4-foot lines (if a rock finishes on the 4-foot line, the point is still awarded). * A skip, a thrower and two sweepers are in action for each rock. * Each team tries to achieve a goal of three to four points out of a possible eight points. |
| 20 minutes **- Drill #3: Catch me if you can**   * The instructor divides the participants into two teams per sheet. * One of Team A's players throws a rock anywhere on the playing surface. One of Team B's players must then repeat the same shot within a broom’s distance of team A’s rock. If successful, Team B scores and takes the next shot for Team A to repeat. * Sweepers can be used in this drill.   \*For the on-ice session, three stations can be set up and participants rotate stations every 20 minutes. (This assumes you have access to three sheets). |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the participants’ sliding techniques. * Ask participants to only use weights for guards, draws or light take-outs. * After each end, ask participants to count the points and post them on the scoreboard.   *\*Instructor concentrates on throwing techniques to help participants become more consistent.* |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * The instructor asks participants to name a few stretching exercises or yoga positions that can help the body recover and relax after curling. * Choose three to four stretches and hold each position for 30 to 45 seconds. * Participants lead the stretching session under the supervision of the instructor. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

## 

# WEEK 7 - Introduction to strategy

## **Goals**

| * Factors that can influence our choices * Basic strategy with and without the hammer * Tolerance vs risk |
| --- |

## **Off-ice session (30 minutes)**

| **Review the points seen the previous week** |
| --- |
| 5 minutes **- Review of the factors that can influence our strategic choices**   * With the help of the participants, the instructor reminds everyone of the various factors that can influence the strategic choices for a team. |
| 15 minutes **- Basic strategy with and without the hammer**   * The instructor discusses different game scenarios with and without the hammer and explains which basic strategy to choose. Offensive and defensive styles of play are discussed. |
| 5 minutes - **What is tolerance**   * The instructor introduces the concept of tolerance for each shot. |
| 5 minutes - **Warm-up session**   * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session. |

## **Technical session on-ice (30 minutes)**

| 15 minutes **- Drill #1: Scenarios**   * The instructor asks the participants to stand around the house and divides the participants into two teams. * The instructor places rocks in the house to reproduce a game situation (e.g.: first end, team B has the hammer and wants to take two points). * For each shot, the instructor will ask the participants to make a strategy-based call and to indicate the tolerance. * Depending on how long it takes, the instructor may run the drill multiple times using different game scenarios. |
| --- |
| 15 minutes **– Drill #2: The surprise scenario**   * The instructor and three participants stand around the house with one rock of each color in front of them. * At the signal, everyone pushes both of their rocks towards the center of the house in order to create a surprise scenario (example: if red is sitting one, we ask the group to put themselves in the opposing team’s shoes to discuss the strategy and to throw a yellow stone as if it were the last shot of the game).      * Repeat three times with a new surprise situation and a different player shooting the last stone each time. * All 4 players should participate for each last rock thrown (1 skip, 1 thrower, 2 sweepers) in order to work on communication and tolerance of the shot. * For this drill, participants can be divided into groups of no more than eight so that everyone has a chance to throw a rock.   \*This drill can be done with 6 or 8 rocks |

## **Game (60 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * A different scenario can be given to each sheet so that the participants learn to adapt to different game situations. * The instructor supervises the games and makes adjustments according to the strategy used by each team. * Ask participants to only use weights for guards, draws or light take-outs. * After each end, ask participants to count the points and to post them on the scoreboard. |
| --- |
| **Game #2 - 2 ends**   * The instructor can modify the teams, or simply change opponents if there are more than two teams. * Give new scenarios to the teams.   \*The instructor helps participants with the strategy and reminds participants about the tolerance for each shot.  \*\*Make sure that all participants have the opportunity to play in each position. |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * Choose three to four stretches and hold the positions for 30 to 45 seconds each. * The instructor leads the stretching session and does each stretch in three stages. * Have participants stretch a muscle and hold the position for 30 seconds until everyone feels the stretch. Take several deep breaths. After 30 seconds, exhale and go slightly further in the stretch and hold for 15 seconds. Take more deep breaths. After 30 seconds, exhale and go slightly further in the stretch and hold for a final 15 seconds. |
| --- |

End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 8 - Introduction to take-outs

## **Goals**

| * Recognize the different types of take-outs * Draw vs take-outs * When to use take-outs |
| --- |

## **Off-ice session (30 minutes)**

| **Review the points seen in the previous week** |
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| 10 minutes **- The different types of take-outs**   * The instructor discusses the different types of take-outs with the participants. |
| 10 minutes **- The technical differences between a draw and a take-out**   * The instructor talks about the technical differences in the hack in order to make throwing a take-out easier (this technique will be covered in more detail in the next level). * Starting this week, participants will use the eleven-zone system when communicating weights for guards or draws. |
| 5 minutes **- When to use take-outs**   * The instructor discusses game situations where it would be best to throw take-outs. |
| 5 minutes - **Warm-up session**   * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session. * Be sure to do a thorough lower body warm-up as participants will be practicing stronger pushes from the hack. |

## **Technical session on-ice (45 minutes)**

| 15 minutes **– Drill #1: Control of a balanced push**   * Participants each take a few practice slides and take turns positioning themselves in the hack with a rock (prioritize the stabilizer especially for participants who have less balance). * The instructor places four cones as targets (cone 1 = 2 meters past the first hog line, cone 2 = one third of the way between the hog lines, cone 3 = halfway between hog lines, cone 4 = at the far hog line.      * Without releasing the stone, participants try to increase their push from the starting block in order to reach each of the four cones without going past them. Four slides per participant (sliding farther and farther, gradually increasing backswing and push). |
| --- |
| 15 minutes **– Drill #2: Practicing take-outs**   * The instructor is in the house and sets up game situations.      * A shooter and two sweepers communicate the weight of the rocks. Rotate players with each shot. * The instructor asks the participants for light to medium take-outs (13 to 9 seconds between the two hog lines, the instructor times the shots and communicates them with the participants so that they can adjust their next shot according to the required weight). |
| 15 minutes **- Drill #3: Crazy eight**   * The instructor places eight stones of the same colour in the house.      * A shooter, two sweepers and a skip. Participants rotate positions after each shot. * The participants must succeed in taking out the eight rocks and the thrown rocks must remain in the house. * Request take-outs with light to moderate weight (maximum time 9 seconds between the two hog lines and the instructor can time the rocks to share the information with the participants).   \*As of this session, participants will be required to sweep rocks that move at a greater speed. It is important that each of them wear two non-slip soles (grippers) at all times while sweeping for added safety. Some participants may be uncomfortable sweeping faster take-outs, in which case they should go to the sideline or follow the rock (without sweeping) in order to communicate weight to the skip. The goal is to maintain their balance, they can start progressing gradually by sweeping light take-outs in order to build their self-confidence. |

## **Game (45 minutes)**

| **Game #1 - 3 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to the different stages of the slide for each participant. * Participants can use any type of shot for this game. * After each end, ask participants to count the points and to post them on the scoreboard.   **\***The instructor focuses on the sliding techniques to help participants find their balance, especially on take-outs. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * Choose three to four stretches and hold each position for 30 to 45 seconds. * The instructor leads the stretching session and has each stretch done in three stages. * Have participants stretch a muscle and hold the position for 30 seconds until everyone feels the stretch. Take several deep breaths. After 30 seconds, exhale and go slightly further in the stretch and hold for 15 seconds. Take more deep breaths. After 30 seconds, exhale and go slightly further in the stretch and hold for a final 15 seconds. |
| --- |

End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 9 - Technical review/Special games

## **Goals**

| * Understand and execute the sliding techniques * Understand and execute the open stance sweeping techniques * Understand basic strategies |
| --- |

## **Off-ice session (15 minutes)**

| **Review points seen in the previous week** |
| --- |
| 10 minutes **- Technical review**   * The instructor asks participants questions regarding techniques in the hack, sliding, sweeping, take-outs and asks questions about basic strategy and communication. This interaction will allow participants to think back to everything they have learned in level 2. |
| 5 minutes - **Warm-up session**   * With the help of the participants, the instructor reviews the benefits of stretching and the important muscle groups to warm up. * Choose four to five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session with the participants. |

## **Technical session on-ice (45 minutes)**

| 5 minutes **- Practice**   * Participants take a few practice slides and each throw one rock down the ice and back to get a feel for the speed of the ice. |
| --- |
| 20 minutes **– Drill #1: The clock**   * The instructor divides the participants into two teams per sheet. For each shot, there should be two sweepers and a skip. * Using the T-line and the center line, divide the house into 4 quadrants. Each team tries to successfully throw 2 stones into each quadrant of the house (one point per successful stone). * The winning team will have the last rock advantage (hammer) in drill #2. |
| 20 minutes **– Drill #2: The golden rocks**   * The instructor attaches two different colored ribbons or rubber bands on two handles of **each** colored stones (example: rock #3 of each colour = yellow ribbon = 4 points, rock #6 of each colour = red ribbon = 2 points).      * Divide participants into teams of four and play an end. * Participants must adapt their strategy and the strength of their shots in order to make their special rock(s) count at the end of the end. |

## **Game (60 minutes)**

| **Game #1 - 4 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and makes minor corrections to participants’ throwing and sweeping techniques as well as to the communication between the participants. * Participants can use any type of shot for this game. * After each end, participants count the points and post the score on the scoreboard. * Each team is asked to have a strategy/game plan for each end.   **\***The instructor concentrates on sliding techniques to help participants find their balance, especially on take-outs.  \*\*This drill can be modified to play two games of 2 ends, depending on the number of sheets available and the number of participants. |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * The instructor asks the participants to recall the benefits of stretching. * Choose four or five stretches and hold each position for 30 to 45 seconds. * Participants lead the stretching session under the supervision of the instructor. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

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# WEEK 10 - Special session Level 2

## **Goals**

| * Fun games * Global review of all the points seen during level 2 * Evaluate the Ascension Program   \*You can organize a snack or a meal at the end of the session  \*\*Watch out for allergies |
| --- |

## **Off-ice session (15 minutes)**

| **Review points seen in the previous week** |
| --- |
| 10 minutes **- The instructor takes a few minutes to review the progress made with the level 2 program**   * This session allows participants to put everything they have learned during level 2 into practice. * Remind participants to have fun. * The instructor tells participants that they will have about 15 minutes to throw a few practice shots before beginning the game. * The instructor can ask the participants a few questions to review the technical, strategic and communication points. |
| 5 minutes - **Warm-up session**   * With the help of the participants, the instructor reviews the benefits of warm-ups and the important muscle groups to warm up. * The instructor leads the warm-up session with the participants. |

## **Technical session on-ice (15 minutes)**

| 15 minutes **- Motors skills warm-up**   * The participants take a few slides without rocks. * Each participant throws one rock down to the other end of the ice and back to get a feel for the speed of the ice. |
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## **Game (90 minutes)**

| **Game #1 - 2 ends**   * The instructors can let the participants form their own teams or can assign them.   **Game #2 - 2 ends**   * Instructors can modify the teams, positions or simply change opponents.   **Game #3 - 2 ends**   * Instructors can modify the teams, positions or simply change opponents.   \*Do not necessarily choose the teams according to the abilities of the players. It is important that each participant has the chance to play in different positions.  \*\*Can be modified to play 2 games of 3 ends each  \*\*\*Take a group photo on the ice |
| --- |

## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * With the help of the participants, the instructor reviews the muscle groups most used in curling. * Choose four or five stretches and hold each position for 30 to 45 seconds. * The instructor leads the stretching session according to the responses given by the participants. |
| --- |

| **End of the last session on level 2**   * Thank the participants and ask each of them to complete the Level 2 Ascension Program evaluation. Take a group photo. |
| --- |