

# 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 brush 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 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 3



Week 1

**Theme**: Review of the sliding technique/Line of delivery

**Goals**:

* Review of sliding with a broom
* Body alignment in the hack
* Different steps in sliding

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

## 

Week 2

**Theme**: Sweeping

**Goals**:

* Review of the 4 key points to efficient sweeping
* Factors influencing sweeping
* Open position vs closed position

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

## 

Week 3

**Theme**: Weight control

**Goals**:

* Review the different types of shots
* Take-outs weights differentiation/Sign system
* Introduction to the stopwatch

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



Week 4

**Theme**: Take-outs

**Goals**:

* Different types of take-outs
* Introduction to rock-foot timing
* Hitting angles/drag effect

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



Week 5

**Theme**: Role of each player/Shot-making routine

**Goals**:

* Review of the role of each player
* Introduction to the shooting routine
* Understanding the basic concepts of a shooting routine

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



Week 6

**Theme**: Strategy

**Goals**:

* Factors that can influence our choices
* Strategy at the beginning, middle and end of the game
* Offensive, cautious, and defensive strategy

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



Week 7

**Theme**: Obtain a consistent delivery

**Goals**:

* Delivery routine analysis
* Develop a consistent technique
* Introduction to the Last Stone Draw (LSD)

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

## 

Week 8

**Theme**: Introduction to tournaments/Colts Circuit

**Goals**:

* Curling ethics in tournaments
* Colts Circuit - Description/Testimonials
* How a tournament works

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

## 

Week 9

**Theme**: Technical review

**Goals**:

* Review of the sliding techniques
* Review of sweeping techniques in open and closed positions
* Advice for establishing a routine

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

## 

Week 10

**Theme**: Special day - Level 3

**Goals**:

* Fun games
* Global review of everything taught in Level 3
* Course evaluation by the participants

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

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

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

**Level 3 equipment needed**

On-ice

* Grippers
* Sliders
* Stabilizers
* Brooms
* Orange soccer cones
* Empty tissue boxes
* Plastic cups or buckets
* Plastic bowling pins
* Stopwatch (one or two per 4 participants)
* Rope or string to show the hitting angles
* Magnetic Board with magnets in different colors for strategy
* Portable hack for off-ice demonstrations

Off-ice

* Participant’s guide or notebook
* Pens or pencils
* Plastic stone or Floor Curl kit
* Magnetic board
* Magnets
* Dry erase markers for the magnetic board

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# WEEK 1 - Revision of the sliding technique/Line of delivery

## **Goals**

| * Review of the slide with a broom * Body alignment in the hack * Steps to the slide |
| --- |

## **Off-ice session (45 minutes)**

| 10 minutes **- Welcome**   * Welcome the participants * Introduction of the instructor(s) * Introduction of the participants |
| --- |
| 5 minutes **- Presentation of the program as a whole**   * Presentation of the program as a whole (goals, duration of the program, duration of the sessions and themes for Level 3). |
| 5 minutes **– Review the safety measures**   * The instructor reminds participants of the safety instructions to be observed on and off the ice. * Just like the beginner levels, it is recommended to wear two non-slip soles at all times except when in the hack. |
| 20 minutes **- Review of the technical elements of the slide**   * The instructor reviews and demonstrates the position in the hack and the different stages of the slide. * The instructor asks the participants questions to make this part more interactive. |
| 5 minutes **- Warm-up session**   * The instructor reminds participants about the importance of warming up before a sport (activating the body, increasing blood circulation and increasing the oxygen supply to the muscles). * 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 (45 minutes)**

| 15 minutes **– Drill #1: Slide with a broom**   * The instructor sets up two cones or tissue boxes at the closest hog line and places a broom between the cones to act as a target. * The instructor explains and demonstrates the slide with a broom. The instructor mentions where the head of the broom should be on the ice and its ideal position to rest on the body.      * To begin, the participants take a few slides with a rock which will help to develop/improve their balance (do not let go of the rock). * The participants then try to perform the same slides without the rock. |
| --- |
| 15 minutes **– Drill #2: Slide with a rock toward targets placed at different positions**   * The instructor sets up cones or targets at different positions along the length of the sheet. * Participants use the stabilizer or a broom according to their preference. * Without a rock, they try to slide towards each target without passing them by adjusting their thrust from the hack. * Repeat the drill with a rock. |
| 15 minutes **– Drill #3: All in the house**   * The instructor places three brooms or targets in the distant house (one broom on each side of ​​the 8 foot and one broom on the button). * Participants aim for the broom of their choice with draw weight. * Two sweepers for each shot, in order to adequately warm-up, and the participants practice their communication skills by calling one of the eleven zones. * The goal is to get as many rocks in the house as possible.   **\*For level 3, participants should use their broom while sliding. However, for participants who are having difficulty with their balance or who are not comfortable, the option to use a stabilizer is always available.** |

## **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 while they’re in the hack. * Participants can use any type of shots for this game. * 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. |
| --- |

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

| 5 minutes – **Stretching session**   * The instructor reminds the participants of the importance of stretching after exercising (relaxing the body, reducing the heart and breathing rate, improving recovery). * Choose four or five stretches and hold each position for 30 to 45 seconds. * The instructor leads the stretching session. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

# WEEK 2 - Sweeping

## **Goals**

| * Review of the four key points to efficient sweeping * Review of the factors that influence sweeping * Open position vs closed position |
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## **Off-ice session (30 minutes)**

| **Welcome the participants and re-introduce everyone. Review the points discussed last week.** |
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| 10 minutes **- Review of the four key points to sweeping and influencing factors**   * With the help of the participants, the instructor reviews the key points to an effective sweeping position, factors that can influence sweeping as well as qualities sought to improve sweeping skills. |
| 15 minutes **– Open position vs closed position**   * The instructor explains and demonstrates the difference between sweeping in the open and closed position. |
| 5 minutes **- Warm-up session**   * The instructor asks the participants which muscle groups are used in curling. * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor directs the warm-up session. |

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

| 5 minutes **– Practice**   * The participants each take a few practice slides. |
| --- |
| 10 minutes **– Drill #1: Sweeping in the closed position**   * Participants are divided into two groups and each group stands on one of the 4-foot lines in a closed sweeping position.      * Participants sweep along the center line between the hog lines from one end to the other, and back. After going from one end to the other, the instructor asks participants to stay on the same side of the center line and simply change their hand positioning to keep a closed position for the return. |
| 15 minutes **– Drill #2: Sweeping a rock in the closed position**   * A skip is in the house, two sweepers judge and sweep, and one player throws a draw to the house. * The goal for the sweepers is to get comfortable with sweeping in the closed position starting with slower rock speeds.      * The participants try to find the correct weight to reach the house. * The skip should keep a close watch on the trajectory of the stone. * Participants can rotate positions. |

## **Game (60 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’ sweeping techniques. * Participants can use any type of weight for this game. * After each end, ask participants to count the points and to post them on the scoreboard. * Each team should have a set strategy for each end.   **Game #2 - 2 ends**   * The instructor can mix up the teams, positions or opponents.   **\***The instructor concentrates on sweeping techniques in the closed position. If any participants are uncomfortable or are having trouble balancing, ask them to maintain an open sweeping position. |
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## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * The instructor asks the participants which muscle groups are used in curling. * Choose four or five stretches and hold each position for 30 to 45 seconds. * The instructor leads the stretching session based on 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 - Weight control

## **Goals**

| * Reminder of the different types of shot * Different take-out weights/Signal system * Introduction to using a stopwatch |
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## **Off-ice session (45 minutes)**

| **Review the points seen in last week’s session** |
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| 10 minutes **- Review of the different types of shots**   * The instructor discusses the different types of shots with the participants and explains the situations in which they can be used. |
| 15 minutes **– The eleven zones and the signal system for take-outs**   * The instructor introduces the eleven-zone system for guards and draws and, with the help of the participants, creates a signal system for take-outs. This communication system will allow everyone to use the same terminology during the various drills and games. |
| 15 minutes - **Introduction to using a stopwatch**   * The instructor introduces participants to the stopwatch and explains a simple way to use it for draws and take-outs. The instructor also explains the various factors that can influence the recorded times. * **For sweepers**, only use the stopwatch to time guards and draws, timing from the back line to the hog line. * **For the skip**, only use the stopwatch on take-outs, timing from the first hog line to the second hog line. |
| 5 minutes - **Warm-up session**   * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session with the participants. * The group stands in a large circle. The instructor throws a ball to one participant and calls their name, that participant demonstrates a warm-up exercise. When finished, they throw the ball to another participant, calling their name and so on. |

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

| 15 minutes **– Drill #1: Who is right?**   * Participants each take a few practice slides and throw one rock to the opposite end and back in order to get the feel for the speed of the ice. * The instructor demonstrates throwing a draw while participants time the stone from the back line to the closest hog line and communicate a number from one of the eleven zones. * Repeat this a few times with different participants throwing the stones. * The goal is for the participants to become familiar with the use of the stopwatch. * The instructor can then throw a take-out. The participants measure the time between the two hog lines and according to the recorded time, they say which weight the time corresponds to (ex: 10.5 seconds = control take-out). |
| --- |
| 30 minutes **– Drill #2: Judging a guard, a draw and a take-out**   * Divide the participants into two teams per sheet. * Designate a skip, two sweepers and a thrower. Rotate positions after every two shots. * The skip calls a draw and a take-out for each thrower to practice communication for both types of shots. * On draws, the sweepers are responsible for timing with the stopwatch (back line to hog line) and communicating the information to the skip. * For take-outs, the sweepers try to communicate a weight to the skip (ex: control, normal, etc.) and the skip uses a stopwatch to time between the two hog lines. Once the rock has come to rest, the skip uses their recorded time on the stopwatch to verify whether or not the sweepers called out the correct weight.   \*Participants learn to use the stopwatch as a reference for judging the speed of rocks. It is important to remember that the stopwatch is not a 100% accurate tool given the various factors that can influence a shot. |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and helps the participants who have stopwatches. * One of the two sweepers will time the guards and the draws between the back line and the closest hog line. This time will give a quick reference for judging the speed and help them to call out one of the eleven zones. * The skip will time the take-outs between the two hog lines and will provide feedback to the sweepers to indicate if the thrower successfully threw the requested weight or not. Ex: the skip requests a control weight take-out which corresponds to 10.5 seconds between the two hog lines. If the skip records a time of 9.5 seconds, he can confirm to the sweepers that the shot was too heavy as it corresponded to a normal weight take-out. * Participants can use any type of shots for this game.   **\***The instructor focuses on weight control and the use of a stopwatch. |
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## **Stretching session (5 minutes)**

| 5 minutes – **Stretching session**   * Choose four or five stretches and hold each stretch for 30 to 45 seconds. * The instructor directs the stretching session according to the responses of the participants while using the same ball used in 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 - Take-outs

## **Goals**

| * Different types of take-outs * Introduction of rock-foot timing * Striking angles/drag effect |
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## **Off-ice session (30 minutes)**

| **Review the points seen in last week’s session** |
| --- |
| 5 minutes **- Different types of take-outs**   * The instructor reminds participants about the different types of take-outs and when is the best time to use each one. |
| 10 minutes **– Techniques for throwing take-outs**   * The instructor explains how participants should set their foot up in the hack to allow for an increase in push strength on take-outs. Rock-foot timing: On a draw, the sliding foot and the rock start moving forwards at the same time. On take-outs, the rock moves before the sliding foot. |
| 10 minutes - **Striking angles/drag effect**   * The instructor explains the striking angles for the different take-outs as well as the drag effect which will require a different striking angle than usual. |
| 5 minutes - **Warm-up session**   * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session. * Make sure to adequately warm-up the lower body as the participants will practice stronger pushes from the hack. |

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

| 20 minutes **– Demonstrations**   * Using a few rocks, the instructor sets up in one of the houses. Participants stand around the house to see the instructor’s demonstrations of the striking angles. * Demonstrate examples for different types of take-outs (the instructor can use a rope or a string to clearly show where the point of impact should be):   + Hit and roll   + Double take-out   + Up weight take-out   + Drag effect   \*The instructor may demonstrate the difference in take-outs depending on the rotation used (clockwise or counter-clockwise). It is important to know the final objective; after the initial contact, do we want to keep our rock in play? Do we want to roll out? Do we want to have enough weight to hit a second stone? |
| --- |
| 5 minutes **– Practice**   * Participants take a few practice slides and may throw one rock to the other end of the sheet and back. |
| 20 minutes **– Drill #1: Knowing your angles**   * The instructor acts as the skip and asks the participants to throw different types of take-outs using the established weight signals. The instructor will time the take-outs from hog to hog. * There should be one thrower and two sweepers (rotating positions). It is a good idea to have one participant with the instructor so that they can understand the requested shot and the desired striking angle. The participant will also be able to observe the line and the variations of the line depending on the weight thrown. * Repeat with different types of take-outs so that each participant throws a few rocks. * Focus on the communication of take-out weights and the desired point of contact. |

## **Game (45 minutes)**

| **Game #1 - 3 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game while helping the participants use their stopwatches and judge the weight of each rock using the eleven zones and the communication established with the signal system. * Participants can use any type of shots for this game. * At the end of each end, the participants count the points and post them on the scoreboard.   \* The instructor focuses on the participants’ communication during this game. |
| --- |

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

| 5 minutes – **Stretching session**   * Choose three or four stretches and hold each stretch for 30 to 45 seconds. * The instructor leads the stretching session and has each stretch done in three steps. * Ask participants to stretch a muscle and hold the position for 30 seconds. Take several deep breaths. After 30 seconds, exhale and go slightly further into the stretch and hold for 15 seconds. After 15 seconds, take a few deep breaths then exhale and lean further into the stretch. Hold for 15 seconds.. * Be careful never to inflict pain. Each participant must stretch according to their own abilities. |
| --- |

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 - Roles and responsibilities of each player/Shot making routine

## **Goals**

| * Review of the role of each player * Introduction to a shot making routine * Understanding the concept of having a routine |
| --- |

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

| **Review the points seen in last week’s session** |
| --- |
| 10 minutes **– Review of the roles of each player**   * Group activity * The instructor asks each participant which position they think would be most appropriate for them and why. * Review the list of roles and the different qualities required to play each position. |
| 15 minutes - **Introduction to the shot making routine**   * The instructor begins to discuss the basic concepts of the shot routine and demonstrates some examples in high performance athletes (Jennifer Jones, Kevin Koe, Rachel Homan). * The instructor explains the importance of having a routine and how it will help the participants. |
| 5 minutes **- Warm-up session**   * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session and can demonstrate one or two dynamic stretching exercises. Example: Walking by performing lunges forward or backward to mimic the sliding motion or squats while walking sideways to reproduce the footwork for sweeping in the open position.   \*Dynamic stretches are controlled movements that bring the muscles near their maximum stretch but never reach their limit. They prepare the muscles for the activity. |

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

| 15 minutes **– Drill #1: Start developing your routine**   * The participants take a few slides to warm up. * The instructor sets up three or four targets at different positions in the far house. * The participants take turns setting up in the hack and will concentrate on their movements during the set up stage. Participants will throw draw weight and will attempt to reproduce the same movements in the hack for each throw. * One or two people can sweep to keep participants active and to practice weight judgment and sweeping. * The participants try to become more aware of their movements and memorize each motion in the hack. |
| --- |
| 15 minutes **– Drill #2: Repeat your shot**   * Maximum of eight participants per sheet. * The instructor positions two targets in the opposite house. * One shot maker, two sweepers and a skip who stands behind the target to observe the trajectory of the shot. Players rotate after two shots each. * Each participant will attempt to execute the same shot twice in row (guard or draw). * Using a stopwatch, the sweepers time each shot from the back line to the hog line and share the time with the shot maker. * The goal is to have a similar time on each shot while repeating the same movements in each stage of the shot. |

## **Game (60 minutes)**

| **Game #1 - 4 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and reinforces the role of each player with positive feedback. * Participants can use any type of shots for this game. * At the end of each end, the participants count the points and post them on the scoreboard.   \* The instructor focuses on communication and the roles of each player.  \*\* This game can be modified to play two two-end games. |
| --- |

## **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 or four stretches and hold each position for 30 to 45 seconds. * Participants lead the stretching session under the supervision of the instructor.   \*At the end of this session, participants can write down the movements of their shot making routine. It is important to mention that this routine will evolve over the years. |
| --- |

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

# WEEK 6 - Strategy

## 

## **Goals**

| * Review of the factors influencing our strategy * Offensive, cautious and defensive strategy * Beginning, midway and end game strategy |
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## **Off-ice session (30 minutes)**

| **Review the points seen in last week’s session** |
| --- |
| 5 minutes **- Review of the factors influencing our choices of strategy**   * With the help of the participants, the instructor reviews the factors that may influence our strategic decisions. |
| 10 minutes **– Introduction of the terms of offensive, cautious and defensive strategy**   * The instructor explains the differences between each type of strategy and presents the primary and secondary objectives for each of these styles of play. |
| 10 minutes - **Strategy at the beginning, middle and end of the game**   * Divide the participants into three groups. * The instructor gives a scenario to each group (example for group A: first end, without hammer). * Using the different styles of play that have been taught and considering the factors influencing our decisions, ask participants to describe a strategic plan for an end, mentioning the desired style of play and the objectives that go along with it. (Example: you are an offensive team, you are down by 1 with the hammer in the 5th end)… |
| 5 minutes **- Warm-up session**   * Choose four or 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)**

| 20 minutes **– Discussing strategy**   * The goal for this exercise is to create a discussion with participants so that they are more comfortable with the concept of planning the strategy for each end of a game, as well as understanding the primary and secondary objectives for each type of strategy. It is also important to recognize that the strategy may change several times within an end, depending on the outcome of the shots or depending on certain factors such as ice conditions or the difficulty of the shot. * **Example #1**: The rocks are at the hog line and the participants are divided into two groups. The instructor provides the participants with a scenario and asks each group to confirm their style of play and their main objective. Each team will take turns positioning their rocks in the play area according to their game plan. The instructor will start an open conversation with the participants to discuss whether or not their choices corresponded to their strategic plan. * **Example #2**: The instructor places rocks in the playing area (or creates a surprise scenario) and gives the participants a scenario (ex: mid-game, last rock for the team without the hammer and their strategy is to be cautious for this end). Participants should think about which shots would be most appropriate in this case. This can be repeated with different situations. |
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| 10 minutes - **Practice**   * Participants each take a few practice slides and throw one rock to the other end and back with an objective (ex. corner guard, then draw to the 8-foot). |

## **Game (60 minutes)**

| **Game #1 - 4 ends**   * The instructor divides the participants into two teams per sheet. * Give each sheet a scenario and the teams should discuss the strategy they want to use (ex: mid game, the score is tied. The team with the hammer chooses an offensive strategy and the team without the hammer opts for a cautious strategy). * The instructor supervises the game and reinforces the strategic decisions according to the game situations and the objectives of each team. * Participants can use any type of shots for this game. * At the end of each end, the participants count the points and post the score on the scoreboard. * Ask the participants for feedback on their strategic plan and what steps they took to achieve their goal.   \*The instructor focuses on communication and the roles of each player.  \*\*This can also be played as two two-end games, giving the participants different situations for each game. |
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## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * Choose three or 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. * Ask participants to stretch a muscle and hold the stretch for 30 seconds. Take deep breaths. After 30 seconds, exhale and go slightly further in the stretch and hold for 15 seconds. Finally, repeat the same step for a final time of 15 seconds. * Warning: this should never be painful. Each participant must stretch according to their physical abilities. |
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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 - Acquiring shot consistency

## **Goals**

| * Analyzing the shot making routine * Developing a consistent technique * Introducing the Last Stone Draw (LSD) |
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## **Off-ice session (30 minutes)**

| **Review the points seen in last week’s session** |
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| 15 minutes **- Analysis of the shot making routine and its objectives**   * The instructor reviews the objectives and the importance of creating a routine. * Presentation of a detailed routine from an athlete. * Participants begin analyzing their routine and add some movements that they may not have thought of before. |
| 10 minutes **- Last Stone Draw (LSD)**   * The instructor explains what LSDs are. * The instructor presents different situations where the LSD is used and for what purpose (ex. hammer before a game). |
| 5 minutes - **Warm-up session**   * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session. * The instructor or one of the participants can put on music during the warm-up sessions to help motivate the group. |

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

| 20 minutes **- Drill #1: The Bowling Challenge**   * The participants each take a few practice slides. * Divide the participants into two teams; each team chooses a different color stone. * The instructor sets up plastic pins (or other objects) in the house at the opposite end (guard or draw). * Select a shot maker, two sweepers and a skip. Participants rotate every two rocks. * The goal for each team is to successfully hit a pin with each shot (use draw or light take-out weight only). * It is a good exercise that allows participants to put all of the technical elements they have learned into practice, as well as to practice the communication between players. |
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| 20 minutes **- Drill #2: The sweeping challenge against the shot maker**   * The instructor divides the participants into teams of two. * The goal for the shot maker is to make a successful draw (one point if successful). * The objective for the sweeper is to judge and sweep the rock, as needed, so that the rock does not finish in the house (a point if successful). * Participants alternate positions and the first to get three points wins the challenge. |
| 20 minutes **- Drill #3: Last Stone Draw (LSD)**   * The instructor divides the participants into two teams. * A shot maker, two sweepers and a skip. * Each participant throws a rock with the objective of getting as close as possible to the button. * Write down the score for each player (covering the pin = 5 points, touching the button = 4 points, 4 foot = 3 points, 8 foot = 2 points and 12 foot = 1 point). * The winning team will have the hammer in the two-end game. |

## **Game (30 minutes)**

| **Game #1 - 2 ends**   * The instructor divides the participants into two teams per sheet. * The instructor supervises the game and gives the participants tips on their shooting routines to help them become more consistent. Each participant will have a different routine and the instructor can help them identify specific movements that they make in the hack or during the slide. (examples: one participant always touches their glasses or cleans their rock in a specific way). * Participants can use any type of shots for this game. * At the end of each end, the participants count the points and post the score on the scoreboard.   \*The instructor emphasizes consistency of movement in the participants’ throwing routines. |
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## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * The instructor asks participants to name a few stretches or yoga positions that can help the body recover and relax after curling. * Choose three or four stretches and hold each one 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 8 - Introduction to tournaments/Colts Circuit

## **Goals**

| * Curling tournament ethics * Colts Circuit - Description/Testimonial * Exploring the Colts circuit |
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## **Off-ice session (45 minutes)**

| **Review the points seen in last week’s session** |
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| 5 minutes **- Curling tournament ethics**   * The instructor reminds the players the importance of respecting the ethics of curling at all times, especially during tournaments. |
| 20 minutes **- Introduction to the Colts circuit**   * The instructor introduces the Colts circuit to the participants. * If one of the club members participates in the Colts circuit, they should be invited as a guest for this session in order to share their experience (what they have learned while playing Colts events, what is needed to improve their game level or just their general experience of playing on the circuit). * The instructor also discusses the importance of having a coach and what that coach can bring to the team (their roles). |
| 15 minutes **- How a Colts tournament unfolds**   * The instructor roughly explains how a Colts tournament is generally organized. * If a guest speaker (Colts participant) is present, they can also discuss their experience off and on ice. |
| 5 minutes - **Warm-up session**   * Choose four or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session. |

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

| 15 minutes **- Practice and draw to the button**   * The participants each take a few practice slides without rocks. * Each participant throws a rock down to the other end and back. * The instructor divides the participants into teams of four or randomly draws the teams. * Each team chooses a player who will throw the draw to the button. The team who gets closest to the button will have the last rock advantage in the game. * A shot maker, two sweepers and a skip. The goal is to get the rock closest to the center of the house. * Add a restriction; neither the skip nor the thrower can help sweep the stone. |
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## **Game (60 minutes)**

| **Game #1 - 4 ends**   * The instructor divides the participants into two teams per sheet. * Have each team discuss their strategy plan before each end. * The instructor supervises the game and gives positive feedback to the participants during the game. * Participants can use any type of shots for this game. * At the end of each end, the participants count the points and post the score on the scoreboard.   \*The instructor emphasizes the positives in each participant's performance.  \*\*This can also be divided into two 2-end games depending on the number of participants. |
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## **Stretching session (5 minutes)**

| 5 minutes - **Stretching session**   * Choose three or four stretches and hold each position for 30 to 45 seconds. * The instructor leads the stretching session. * For the last exercise, ask participants to lie on their backs or sit in a comfortable position with their eyes closed (relaxing music can be played). * The instructor asks participants to place both hands on their stomachs and to inhale deeply for 5 seconds. Participants should feel their hands rise. Exhale for 5 seconds, gently blowing air through the mouth. Repeat four or five times. |
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End of the session, thank the participants and announce the subjects that will be covered in the next session!

# WEEK 9 - Technique review

## **Goals**

| * Reviewing the slide * Reviewing the open and closed sweeping techniques * Understanding and adjusting strategy at the beginning, middle and end of game |
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## **Off-ice session (15 minutes)**

| **Review the points seen in last week’s session** |
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| 10 minutes **- Technical review**   * The instructor asks the participants questions about techniques in the hack, sliding, sweeping, take-outs and asks questions about strategy, shot-making routine and communication. This interaction should be a good review of all the points learned during level 3. |
| 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 or five exercises and perform each one for about 30 to 45 seconds. * The instructor leads the warm-up session with the participants.   \*If anyone is familiar with line dancing, the person can teach line dancing and this can be another fun way to warm up. |

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

| 5 minutes **- Practice**   * Participants take a few practice slides and throw one rock to the opposite end and back in order to get a feel for the speed of the ice. |
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| 20 minutes **– Drill #1: The eleven zones**   * The instructor can place cones on the edge of the sheet to delineate the eleven zones (especially for the guard zone).      * Divide the participants into two teams per sheet, each team takes a different color of rocks. * One skip, two sweepers and one shooter per team. Rotate every second shot. * The goal for each team is to get each of the eight stones into a different zone (guards and draws only) and thus cover eight out of the 11 zones (one point per successful rock). * Once a stone comes to rest, move it to the sideline in line with where it stopped so that it is not in the way of the other incoming rocks. |
| 20 minutes **– Drill #2: Crazy eight (intermediate version)**   * The instructor places eight stones of the same color in the house as per the illustration.      * A shooter, two sweepers and a skip. Participants rotate positions every two rocks. * The participants must succeed in taking out the eight rocks in the house and must keep as many of the thrown rocks in play as possible. * Request take-outs with any type of weight. Participants must adjust to the ice conditions. |

## **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 technical points or to communication between the participants. * Participants can use any type of shots for this game. * At the end of each end, participants count the points and hang the score. * Each team is asked to have a strategy for each end.   **\***The instructor emphasizes all the techniques learned in level 3.  \*\*This game can also be divided into two two-end games, depending on the number of sheets available and the number of participants. |
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## **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 day Level 3

## **Goals**

| * Fun games! * Global review of all the points seen during level 3 * Program evaluation   \*You can organize snacks or a meal to serve after the session.  \*\*Beware of allergies. |
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## **Off-ice session (15 minutes)**

| **Review the points seen in last week’s session** |
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| 10 minutes **- The instructor takes a few minutes to recall the progress made during level 3**   * This session will help put together all of the points learned during level 3. * Remind the participants to have fun. * The instructor explains to the participants that they will have 15 minutes to practice before the game begins. |
| 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 or 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 (15 minutes)**

| 15 minutes **- Practice and group photo**   * The participants take a few practice slides without rocks. * Each participant throws two rocks down to the other end and back. |
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## **Games (90 minutes)**

| **Game #1 - 2 ends**   * The instructors let the participants make up their own teams or randomly choose the teams.   **Game #2 - 2 ends**   * The instructors may change the teams, the positions or simply change the opponent.   **Game #3 - 2 ends**   * The instructors may change the teams, the positions or simply change the opponent.   \*This activity can also be divided into two three-end games or one 6-end game.  \*\*It is important to remind the participants to play different positions. |
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## **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 stretch for 30 to 45 seconds. * Participants lead the stretching session under the supervision of the instructor. |
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| **End of the level 3 sessions**   * Thank the participants and ask them to fill out the evaluation forms for Level 3. * Take a group photo. |
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