

GETTING STARTED FOR ADULTS

A comprehensive curling club program to build membership through superior customer service



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1.0 INTRODUCTION

If you build it, they will come...

1.1 WHAT IS GETTING STARTED FOR ADULTS?

Getting Started for Adults is a comprehensive curling club program to build membership through superior customer service.

The goal of the *Getting Started for Adults* program is to attract new curlers and to retain them. People are more likely to stick with a sport if it is fun, reasonably priced, and they get good at it. Unlike the traditional one-day clinic, the program helps entry level and novice curlers get progressively better through continued weekly instruction and skill development.

1.2 PILOT PROGRAM

The Pilot Program for *Getting Started with Adults* was launched at the Ottawa Curling Club in October 2006. Forty-two people signed up for the first year which was held for the full season on Tuesday evenings for 2 hours starting at 8:45 pm. Eight instructors (including the Program Coordinator) were recruited. The program was extremely well received by the participants. By the second year, 48 people signed up (half of those people were returnees). Now the program is going into its third year with a waiting list.

The first year program costs were \$4000. This included the cost for the instructors (\$3000), the equipment (\$600), and miscellaneous expenses (\$400). The program was funded from the Ottawa Curling Club operating budget and a **portion of the membership fees collected for this league!**

1.3 SUPERIOR CUSTOMER SERVICE

The *Getting Started for Adults* program offers superior customer service in the following ways:

1. Enhanced programming
 2. Enhanced instruction
 3. Enhanced equipment
- 
- EQUALS** Enhanced Experience!

This program is an investment in your club's future membership. In order to be able to bring this enhanced experience to life, your club must be willing to invest the time and money required to provide superior customer service. What this means for your club is:

- A willingness to pay the Program Coordinator (if you plan to hire someone outside your staff for that role) and the instructors.
- Investing in rental equipment so that the new curlers can experience curling with equipment that enhances their skills (i.e. using a slider, not tape under a running shoe) without having to worry about the risk of purchasing all the equipment on their own.
- Ensuring that the ice is well maintained for the program so that the new curlers are not frustrated by bad ice conditions. This may mean paying your ice technician to come in before the start of the program each week to do the ice.

This manual will give you the tools needed to implement this program at your curling club.

Good Luck!



2.0 PREPARATION

To prepare for the program, you will need to take care of the following:

- a) **Designate a Program Coordinator.** The Program Coordinator can be the Club Manager or an outside hired person. This person will be responsible for recruiting, scheduling, and training the instructors. They can act as a “head instructor” by relaying the curriculum to the instructors and overseeing the program sessions each week. This position is critical as the new curlers need a point of contact for any questions that may arise.
- b) **Allocate regular weekly ice time.** Keep the program at the same time each week to ensure that the curlers are able to regularly attend. If possible, try to offer the program at a convenient time so that people will be more likely to sign up and continue attending. The duration of each session should be two (2) hours.
- c) **Select a program.** There are three (3) different programs for you to choose from: 8 week; half season; and full season (recommended)

3.0 PROGRAM SELECTION

Each program has its own benefits and will likely cater to a certain target market. Based on the descriptions below, select the program that works best for your situation and available resources.

a) **8 Week Program**

This program is the most intensive requiring a higher ratio of instructors to curlers in order to provide sufficient and meaningful instruction in the shorter time allotted.

Target market: Since there is less time for novices to develop compared to the longer versions, this program is best targeted towards novice curlers who already have a base level of understanding of the game and are looking for instruction to improve their skills and further their understanding of the game. However, new curlers can still benefit from this program.

Hint: If you have many novice curlers sign up for this program, you may be able to reduce the cost of rental equipment since some of those curlers most likely already have their own equipment.

Best Practice: A USA club created what they tentatively called the 8 week crossover membership. For a fee, people could join an instruction league for the last four weeks of the season PLUS the first four weeks of the next season. If they stayed on after the 8 weeks, the fee was credited to the regular membership fee. They advertised heavily during the spring when curling hype is at its highest.

b) **Half Season Program**

This program runs for half of the season (October to December **or** January to March **or** both!) so it is more intensive than the full season program but not as intensive as the 8 week program. This program could also work well as a lead-up to a beginner league that may run in the second half of the season or the 2nd year of their development.

Target market: This program targets new and novice curlers and also people who are only able to commit to a program for half of the season. For example, university students whose school schedule allows them to be involved in the program one semester but not the other.

c) **Full Season Program (RECOMMENDED)**

This program is spread out long enough to allow curlers more time to develop their skills. Due to the length of the program, additional features can be included into the curriculum (for example: video analysis).

Target market: This program targets new and novice curlers but is especially beneficial for new curlers since the program provides sufficient time to develop their skills. It also targets people who have time to commit to a program that runs all season.



Hint: The longer that you can capture the new curler's attention, provide them with a better understanding of this great sport and at the same time expose them to your club's facilities, curling leagues and members, the increased probability that they will return for the next curling season.

*Note: a detailed explanation of each program's teaching curriculum can be found in the section titled **Teaching Curriculum**. A "season" means an entire curling season (from about October to March).*

4.0 INSTRUCTORS

The Program Coordinator is responsible for the recruitment, training and scheduling of instructors.

4.1 RECRUITMENT

4.1.1 Who

The Program Coordinator will want to recruit **enthusiastic, friendly, and qualified** instructors. **Note: an instructor without the certification can be recruited and take their Level 1 Coaching course before the start of the program (as explained in further detail in the Training section).** If possible, it is good to have a combination of both youth and experience. The pilot program had a balance of older, experienced instructors, as well as younger, newly certified instructors (many of whom were competitive junior curlers who had recently graduated from juniors).

Suggestion: If you have trouble acquiring certified instructors, you could offer to reimburse 50 percent of the course fee of the Level 1 Club Coach Certification.

Potential instructors can be drawn from:

- Former competitive curlers no longer playing on the tour or former competitive juniors;
- Existing coaches/instructors with an interest in expanding their involvement in teaching;
- Existing course conductors with an interest in expanding their involvement in teaching;
- Athletes with an interest in obtaining additional income while they pursue their Olympic Dreams

Hint: Your provincial / territorial member association will have a list of certified instructors.

4.1.2 How many

There are recommendations below as to how many instructors should be present on the ice at each session. In addition to these numbers, the Program Coordinator will also want to recruit a few extra instructors for their instructor pool as there will be times when not all instructors will be available. Instructors can then be scheduled on a rotating basis or according to availability. It is recommended that a schedule be generated and distributed to the instructors.

4.1.2.1 Recommended Number of Instructors

The charts below display the recommended number of instructors that should be present on the ice based on the number of participants and the length of program you are running. Since the 8 week program is more intensive, it will generally require more instructors than the ½ season and full season programs.

These recommendations are based on a balance between having enough instructors to provide superior customer service and considering the financial implications of instructor fees. They are guidelines. Select the number of instructors that works best for your situation.

4.1.2.2 First Half of the Program

In general, it is recommended that more instructors are present during the first half when there is a stronger emphasis on technical skills and more personalized attention is needed.



Figure 4.1.2.2

Chart 1: Recommended Instructors for First Half of the Program			
# of Sheets	Participants	8 Week	1/2 and Full Season
1	8	2	2
2	16	4	4
3	24	6	6
4	32	8	8
5	40	10	9
6	48	12	10
7	56	14	12
8	64	16	14

4.1.2.3 Second Half of the Program

Since the second half of the program consists mostly of games, the required number of instructors will be less, as compared to the first half of the program. There should be at least one instructor per sheet plus an additional instructor or instructors to float between sheets.

Figure 4.1.2.3

Chart 2: Recommended Instructors for Second Half of the Program			
# of Sheets	Participants	8 Week	1/2 and Full Season
1	8	1-2	1
2	16	2-3	2
3	24	4	3-4
4	32	6	4-5
5	40	7	6
6	48	8	7
7	56	10	9
8	64	12	10

4.1.3 How

The Program Coordinator can contact potential instructors by phone, email or in person explaining the program, the commitment required, and the pay rate. They will then want to ensure that they get a firm commitment back from the instructor so that they know how many instructors they have.

4.1.4 When

It is recommended that the Program Coordinator recruit instructors as far in advance as possible so that they can be trained if needed. Recruiting could start as early as eight (8) months in advance, but no later than one (1) month.

4.2 TRAINING

4.2.1 Club Coach Certification¹

It is strongly recommended that all instructors are at minimum certified as Club Coach. A win-win method used by the pilot project was to pay half of the course fee for instructors that were not already certified. This benefited the instructors as they were able to get their certification without paying the full cost of the course. It also benefited the program by ensuring that all instructors were knowledgeable and qualified. In addition, by getting more curlers to become certified instructors, you are increasing the pool of instructors in your area.

¹ Contact your provincial / territorial member association for sessions near you.



4.2.2 Seminar

Before the start of the program, it is a good idea to organize a seminar with all of the instructors to ensure that everyone is on the same page. You can go over how the program will run and what you will be teaching for the first few sessions. This will also give the instructors a chance to ask you any questions they may have. You can then follow this up with an email as explained below.

4.2.3 E-mail

Send out an email to all instructors outlining the lesson plan for the upcoming session. This is especially important at the beginning of the program when the curling delivery is being taught. By sending out a step-by-step explanation of how the delivery should be taught, you can help to ensure that all instructors are providing the participants with consistent instruction.

5.0 EQUIPMENT

5.1 EQUIPMENT STRATEGY

Many new curlers may be hesitant about making the investment in equipment up front. To make signing up for the program risk-free, in addition to a money-back guarantee, it is recommended to provide the participants with rental equipment. The cost of this rental equipment can be recovered in one of the following ways:

- a) As a hidden cost in the *Getting Started for Adults* registration fee (divided over 3 years since most of the equipment can be re-used for at least an additional 2 years);
- b) A rental fee charged to the users (divided over 3 years);
- c) RECOMMENDED: A combination of the above options (only charge rental fees for the second half of the program and include the rest in a hidden registration fee).

Your club, however, may decide to simply incur the cost of some or all of the rental equipment as it is an investment in improving the services offered by your club (equipment to offer one-time rentals) and also it would help to minimize the cost to register in the *Getting Started for Adults* program.

Equipment Needed

- Brooms
- Full Slip-on Sliders
- Grippers for both feet
- Clean running shoes (if curler is not using curling shoes)
- Warm, loose-fitting clothing (layered)
- Mitts or Gloves (that have a grip if possible)

Equipment Recommended

- Curling shoes
- Throwing Aids / Stabilizers

Equipment that should be provided

- Brooms
- Full Slip-on Sliders
- Grippers for both feet
- Throwing Aids / Stabilizers

Hint: In order to help keep the ice clean, consider offering new grippers to the curlers at a reduced price.

5.2 EQUIPMENT USED IN PILOT PROJECT

The pilot project allowed participants to use all rental equipment free of charge for the first half of the program. For the second half, participants were allowed to use the rental brooms, sliders, and grippers free of charge but were charged for use of the rental curling shoes and stabilizers. This arrangement worked very well and is recommended for your club if possible.



5.3 OTHER EQUIPMENT RECOMMENDATIONS

It is strongly recommended that all curlers in the program start with either a full slip-on slider or an actual curling shoe. A step-on slider can feel unstable for many curlers and thus contradicts the feeling of safety that we want to instill.

Tape just does not measure up. It is very different from an actual slider so the curler would practically have to re-learn everything they were taught once they switch from tape to slider. In addition, tape does not glide well and will not allow the participant to glide as far or as smoothly. This can be frustrating for them and may discourage their continued participation.

It is also strongly recommended that all curlers in the program have grippers for both feet when they are sweeping. This is also in line with instilling the feeling of safety as they will be less prone to slip when they are sweeping down the ice.

To help minimize costs, you can ask your current members if they have used brooms or sliders that they would be willing to donate or sell for a small cost to the program.

If your budget allows for it, it is recommended that you purchase a few performance brooms for the program – even if it is only 2 or 3. This will give the curlers an opportunity to try sweeping with a more technologically advanced broom and potentially feel more confident in their sweeping. It may encourage them to purchase a performance broom of their own.

5.4 GATHER EQUIPMENT INFORMATION THROUGH THE REGISTRATION FORM

With regards to equipment, it is advised that you ask the following questions on the program registration form:

- *What is your shoe size?* (So that you can gauge how many of each gripper and slider size to order.)
- *Are you right-handed or left-handed?* (So that you can gauge how many right-footed and left-footed sliders to order. Right-handed curlers will need a left-footed slider and left-handed curlers will need a right-footed slider.)
- *Do you own any curling equipment?* (So that you can determine if you can lower the size of your rental equipment order and thus lower your costs.)

5.5 PILOT PROGRAM: EQUIPMENT PROVIDED

Equipment provided in the pilot program:

- Rental shoes or slip-on sliders
- 2 grippers per person
- Stabilizers
- Club brooms

5.6 SAMPLE COSTS OF EQUIPMENT

As a guide to costs, approximate costs of the equipment are listed below.

Brush	Approx \$40 from your local curling supplier	
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Full Elastic Slip-on Slider	17-\$22 from Olsen at www.hugecurlingsavings.com	
Gripper	\$10-13 from Olsen at www.hugecurlingsavings.com	
Stabilizer (FS1 & FS3 Model)	\$70 (FS1) and \$95 (FS3) from www.stabilizer.net	  <p data-bbox="1192 1045 1451 1108">1-888-648-3862 www.stabilizer.net</p>
Asham Crutch	\$91 from Asham	

6.0 Promotion

6.1 ANALYZE YOUR ENVIRONMENT

Your Curling Club will need to analyze its situation in the marketplace when developing an advertising strategy for this program.

Consider if your Curling Club is...

- Located in an *urban* or *rural* area. This will determine which types of advertising methods would be most effective. For example, an outdoor sign would be more effective for an urban area club with more drive-by and walk-by traffic.
- A *destination club* (members tend not to come from the immediate vicinity) or a *neighbourhood club* (members tend to come from nearby). Your club may want to consider trying to draw in people from a market that is not currently being utilized. For example, if your club is a destination club, you may want to target your advertising towards people who come from nearby since that is a market that may currently be underutilized.



6.2 ADVERTISING

6.2.1 Potential Advertising Methods

Some advertising methods that you may consider are:

- Open house (gives out brochures, have a sign-up sheet & **let them throw a rock!**)
- Club website (front & centre)
- Press release - local newspaper or large daily newspaper
- Public service announcements targeted at radio, television (local cable channel with the rollover news & ads) and newspapers
- Outdoor sign
- Direct mail
- Sign in the club (especially helpful for targeting existing members, their family, friends & co-workers)
- Bulletin Boards – club, school, local businesses (i.e. have your members tack up your brochure at their place of work)
- Word of mouth – have your club members encourage their friends to join

6.2.1 Key Advertising Points

Stress the following points in your advertising:

- 100% money-back guarantee if, within the first 3 weeks, they are unsatisfied. This will encourage people to join since it is risk-free.
- Safety. Some people may have concerns about safety especially with a sport that is played on ice. Reassure any prospect that safety is the prime concern in the program.
- Instructors. The league has professional, knowledgeable, paid instructors.
- Social. The social aspect of the game is as important as the on-ice aspect.
- Membership. Their fees are for a membership at **the club** not just for the league.
- Equipment. The equipment is either provided or available to rent or buy at the club for a reasonable price (depending on which equipment option you decide to go with).

6.3 WHERE TO RECRUIT

Some recruiting options are:

- Summer sports leagues such as baseball, ultimate, soccer, golf. Many summer sports are often social teams that enjoy playing together and may be looking for a way to continue their recreational activity through a social winter sport. Curling is the perfect solution for them.
- University/college students. If there is a university or college nearby, then you can draw on young people who are likely looking for a way to be active, social, and meet new people.
- Existing members (novice curlers). Existing members who have had very little or no previous instruction can greatly benefit from the program. Recruiting this segment can help to ensure that these existing members continue to remain existing members since their skills will improve and thus they will be able to get more enjoyment out of the game. Although this segment is a good one to draw from, you will also want to ensure that you try to bring in new curlers to the club as well through some of the other segments mentioned.

6.4 EXAMPLE: Ottawa Curling Club (this club agreed to undertake a two year pilot for *Getting Started for Adults* which is the basis for this manual). The following explains how the Ottawa Curling Club, as an urban area club, promoted the program:

Environment Analysis

The Ottawa Curling Club is an urban area destination club. They decided to draw from their immediate neighbourhood, thereby targeting a market that was not currently being utilized.

Advertising

Since the club is in a downtown urban area with substantial drive-by and walk-by traffic they opted for a one month rental of a large sign at a cost of \$200. They also used a direct, unaddressed mail campaign, targeting a number of new condo buildings going up nearby. The cost of the direct mail campaign and sign was \$2,300 and proved to be successful.



Recruitment

The Ottawa Curling Club focused on recruiting local people who lived close to the curling club and were looking for a winter activity. Recruiting from nearby new condos also targeted a group of people who were moving to a new place and looking for a way to meet new people. The group, interestingly enough, ranged in ages from 25-60 and were pretty much a 50/50 split men and women.

7.0 BUDGET

To come...



8.0 TEACHING CURRICULUM

FULL SEASON PROGRAM

Week 1:

Off-ice: Season overview
Etiquette
Equipment
Warm-up

On-ice: Safety
Familiarization of a Curling Sheet
Equipment
Balance Drill
3 Point Delivery

Week 2:

Off-ice: Warm-up
Equipment

On-ice: Review parts of a curling sheet
Review 3 Point Delivery
5 Point Delivery
Release

Week 3:

Off-ice: Game Orientation Session – Part 1
Warm-up

On-ice: Review Delivery and Introduce Rock Cleaning
Line of Delivery
Brushing

Week 4:

Off-ice: Warm-up

On-ice: Review Brushing
Review Delivery
Weight Control

Week 5:

Off-ice: Game Orientation Session – Part 2
Warm-up

On-ice: Weight Judgement
Game

Week 6:

Off-ice: Warm-up

On-ice: Reading the Ice
Communication
Great Canadian Shootout



Week 7:

Off-ice: Strategy Session – Basic
Warm-up

On-ice: Game

Week 8:

Off-ice: Warm-up

On-ice: Skills Analysis and Correction
Skills Competition

Week 9:

Off-ice: Strategy Session – Beyond the Basics
Warm-up

On-ice: Strategy Session – Beyond the Basics (continued)
Game

Week 10:

Off-ice: Holiday Celebration
Warm-up

On-ice: Mix It Up Challenge

Week 11 & 12: Holiday Break**Week 13 to 22:**

Off-ice: Warm-up

On-ice: Games

9.0 SOCIAL ASPECT

The social aspect of curling is very important so you should encourage the curlers and instructors to stay after the session, sit together and enjoy each other's company. Explain to them the tradition of the winning team buying their opponents a drink, then their opponents buying a drink back for them. This is one of the beauties of our sport and our new curlers will then be prepared for the social traditions associated with league play and bonspiels.



10.0 SPECIAL EVENTS

Offering special events is a great way to further enhance the experience of the curlers in the program. Below are a few ideas of special events that you can initiate.

Party

At some point in the season, organizing a party is a great way to reinforce the social aspect of curling. The party can be thrown at the end of the season, just before the Christmas break, or at any other time that works best for your program. The Program Coordinator can organize it **or better yet**, encourage the involvement of the curlers to step up and organize the party. The party can be held at the curling club and perhaps involve a dinner served by the club or a pot-luck if the club does not have a kitchen.

Pro-Am Bonspiel

At some point in the second half of the program, organize an in-house pro-am type club bonspiel. Pair two experienced curlers from your club with two curlers from the *Getting Started for Adults* program. This will expose the program curlers to a higher level of play, the fun to be had at a bonspiel as well as meeting other members of the club.

11.0 FEEDBACK

It is important to get feedback about the program from both the curlers and instructors. Their feedback will provide you with valuable information such as what worked and what could be changed or improved.

You should collect this feedback at the end of the program. It will also be a good opportunity to find out how many curlers plan to return to the program or join a league next year. (Note: the pilot program was so successful that there was a waiting list for the following year of the program.) Please see **Appendix B** for a copy of a sample Feedback Survey that can be distributed to the curlers. You can use this sample survey or alter it to fit your program.

You can also collect feedback at the halfway point of the program. This is especially a good idea for the full season program. Since it is longer, you will want to make any necessary changes or improvements before the second half of the program begins to ensure customer satisfaction. This feedback can be collected formally through a survey or informally by having an open discussion with the curlers and instructors.

12.0 GET STARTED!

You now have the information you need to initiate the *Getting Started for Adults* program at your club. Through superior customer service, you will be providing new and novice curlers with an enhanced experience that will encourage continuation in curling as well as membership growth.

This is a truly wonderful program – make the most of it at your club!



Detailed Program Curriculum: Week 1

Off-ice: Season overview
Etiquette

Equipment
Warm-up

On-ice: Safety
Familiarization of a Curling Sheet
Equipment
Balance Drill
3 Point Delivery

OFF-ICE

This off-ice component may be best done using PowerPoint slides if the equipment is available to you. The program coordinator will want to discuss the following points in the presentation:

1. Season Overview

Explain what the curlers can expect for the remaining weeks. You can do an overview of the teaching curriculum by week to show them which skills will be developed and when they will start games. To get them even more excited about the program, you may want to include a list of things they will have accomplished by the end of the program. This list can include:

- Ability to deliver a rock
- Ability to sweep
- Understanding of game rules and etiquette
- Understanding of game strategy
- Ability to call shots while considering game strategy

2. Etiquette

Introduce the curlers to the etiquette of the game by covering the following points (information from Club Coach – Reference Material):

Clean, appropriate footwear: The curler should have a proper gripper on the hack foot, and a slider on the sliding foot for delivery purposes which is then changed to a second gripper for brushing purposes. Many clubs have shoe cleaning devices at the door to the ice, which should be used to ensure no dirt or debris is taken out to the ice area.

Club ice rules: Generally speaking most clubs dictate that food, beverages and smoking are not allowed the ice surface.

Handshake before and after: In curling players from each team shake hands with all members of the opposing team both before and after the game.

Coin toss for last rock advantage: It is an advantage to have last rock in an end, because, theoretically, the team with last rock should score. At the beginning of the game the two thirds or vice-skips toss a coin. The winner chooses between last rock in the first end or the colour of the rocks they will throw.

Positioning of the delivering team: Skip - in the house at the far end holding the broom. Two sweepers – on each side of the ice, near the sideline, and between the back line and the hog line ready to sweep the delivered stone. Thrower – in the hack, ready to deliver the stone.

Positioning of non-delivering team: Skip – Behind the back line, standing motionless, with broom off the ice. Two sweepers – standing still, in single file close to the side lines and between the hog lines. Thrower – standing quietly, behind, and to the side of the person in the hack.



Hand and Knees on the Ice: Avoid resting hands and knees on the ice; this will prevent the ice/pebble from melting. Melted spots are referred to as “flat spots” and they will usually adversely affect the path of a delivered stone.

Some of these points may need to be reviewed as the season progresses. For example, when the curlers start engaging in games, you may need to review the positioning of the delivering and non-delivering team.

3. Equipment

Before the curlers go on the ice, you will need to make sure that their equipment is in order. If you are using rentals, help them to find the appropriate rental shoe, slip-on slider, grippers, and curling broom. This will depend on their foot size and if they are right-handed (slider goes on left foot) or left-handed (slider goes on right foot).

4. Warm-up/Stretching

Please refer to the Warm Up appendix.

ON-ICE

1. Safety (information from Club Coach – Reference Material)

Before stepping down onto the ice surface, the curlers should be instructed on one of the most important safety issues: how to step onto the surface in the safest manner. They should be directed to always step down with the gripper foot first. They should also be directed to not to step or jump over any rocks to get onto the ice.

Curlers will be using grippers on both feet for brushing. However, during the delivery they will be removing the gripper to deliver the stone. They will need to know how to safely return to a standing position and move on the ice after delivering a stone. The following exercise is a way for the curler to get comfortable with that:

Drill: **Moving Safely on the Ice**

Level of Play: **Beginner**

Drill objective: **To get comfortable moving around safely on the ice.**

Setup: **None**

Play:

- Have curlers grasp the broom handle approximately at the mid-point with the non-dominant hand and place the dominant hand slightly lower on the handle.
- Place the head of the brush on the ice.
- Place the majority of the body weight on the sliding foot. The curlers can check that the sliding foot is under their centre of gravity by slowly lifting their gripper foot off the ice.
- Give a small push with the gripper foot and slide on the sliding foot. The brush is used as an aid to balance.
- Gradually give bigger pushes with the gripper foot and take longer slides.
- Have the Curlers move up and down the sheet until they feel comfortable.

2. Familiarization of a curling sheet.

Ice Pebble: Here is some information regarding pebble that you can familiarize the curlers with (information from Club Coach – Reference Material):

The ice on which a game is played plays an important role in making the game interesting. Factors that



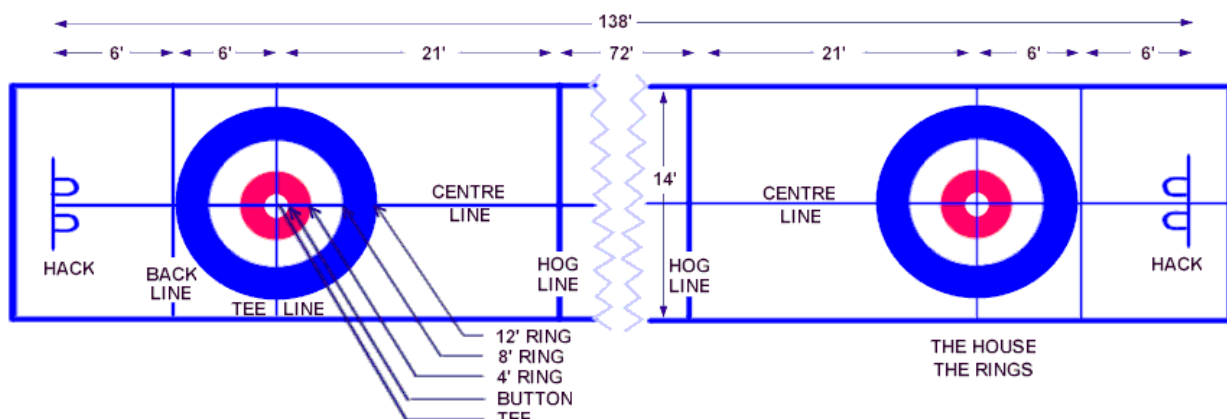
determine the “weight” and “curl” of the ice include ice temperature, humidity, the stones and the type of “pebble” created. Pebble is the many tiny frozen bumps found on the surface of the ice. They vary in size, texture and amount and are applied by a special type of sprinkler. Generally pebble is put onto the ice surface before the start of a game.

Pebble has tremendous influence on “draw weight” because the delivered stone, as it travels along the ice, must cut through the pebble. Without pebble, most Curlers would be unable to throw the stone hard enough for it to reach the rings at the far end of the sheet. Pebble raises the cup of the stone off the surface and allows only a portion of the running edge to be in contact with the ice, reducing the resistance between the two surfaces. Too much pebble, however, can actually be detrimental by slowing down the stone because more of the running edge is in contact with the ice and the cup must cut through the rough edge of such pebble.

There are two inevitable results as the crests of pebble become smooth with the passage of stones up and down the sheet and by brushing:

- a) The stone curls more as the pebble wears down and the running edge travels closer to the ice level. With a large portion of the running edge in contact with the ice surface, more of the stone has an opportunity to grab onto the ice.
- b) The ice becomes keener (less stone speed required) as the pebble is gradually worn smooth by the moving stones and the brushing action.

Parts of a Curling Sheet



The House: Bring the curlers to the house on a sheet of ice so that they can see it up close as you are explaining it to them. Explain the names of each part of the house:

- 12 foot (outermost ring)
- 8 foot (middle ring)
- 4 foot (centremost ring)
- Button (circle in the middle)
- Pin (middle point of the house)

Lines: Introduce the curlers to the names of all the lines on the ice (some information from Club Coach – Reference Material):

Hog line – delivered stones must be completely over this line to remain in play unless they have come in contact with a stone which is in play.



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

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

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

Centre line – this line runs down the centre of the sheet

See diagram for location of each line.

The Hack: Explain the following information about the hack to the curlers:

The hack is a foothold cut into the ice. The curler throwing the rock pushes off from the hack in their delivery of the rock. The hack can have two footholds, one for right-handed curlers and one for left-handed curlers, or one foothold that can be used by both right-handed and left-handed curlers. See diagram for location of the hack.

Curling Stones (information from Club Coach – Reference Material)

Each side of a curling stone has a concave area commonly referred to as the cup. The edge of the cup is appropriately named the running surface, and it is this edge that actually contacts the ice.

An acceptable curling stone must be able to resist abrasion and be tough, dense, resilient, uniform in colour and non-absorbent. This latter quality is highly important because moisture penetrating a stone and then freezing will cause chipping or pitting of the surface of the stone. Granite from the British Isles satisfies the requirements better than any other so far discovered, and is used almost exclusively.

The running surface is not polished like the rest of the stone, but it is comparatively rough. For curling to be played as we experience it, the running surface must never be allowed to wear smooth or to be damaged.

A dull grey band around the greatest circumference of the stone is the striking surface of the stone, and is designed to absorb the shock when one stone strikes another.

Proper care of curling stones is essential. During the off-season, stones should be stored so that the running edges are on a soft material such as carpeting. Curlers should be aware of the need to handle the stones with care, and that special attention should always be given in preventing stones from striking hacks or bouncing over them.



3. Equipment

Explain to the curlers what their equipment is used for. Have an instructor demonstrate the use of each piece of equipment.

Broom: Used for balance in the delivery; used for sweeping which can help the rock go straighter or further.



Slider: Used to help you glide in the delivery; should be covered with a gripper when sweeping.

Gripper: Used on both feet when sweeping to provide traction on the ice.

4. Balance Drill

Drill: **Balance Drill**

Level of Play: Beginner

Drill objective: Get a sense for what the curling slide position feels like

Setup: Have the curlers get into the final slide position, facing the boards with both hands on the boards. Their back leg should be fully extended (or as extended as they are capable of).

Play: 1) Once the curlers are comfortable in the slide position, have them lift their hands off the board 2-3 inches and find their balance point in the slide position.

2) Once the curlers are comfortably balanced, have them push off the backboard with their hands so that they are sliding backwards (this way, they are activating the stabilization muscles required for balance during a slide).

5. Three Point Delivery

The 3 Point Delivery (also known as “Delivery A”) is the base step in a progression towards building the complete curling delivery. Teach the curlers the 3 Point Delivery then you can build on that base in the following week by progressing to the 5 Point Delivery. Start by having one of the instructors give a demonstration then explain the steps in the delivery as follows:

Steps in 3 Point Delivery (Delivery A)

1. Approach hack from back
2. Foot in the hack
3. Step forward
4. Squat (“Stance”)
5. Organize the broom/Stabilizer
6. Hip elevation
7. Slide

Three Point Delivery (Detailed Version)

1. Approach hack from behind with broom under arm furthest away from the hack (broom arm).
2. Place gripper foot in hack.
3. Step forward with sliding foot so that the heel is parallel to the gripper foot and adjacent to the toe of the gripper foot with only enough space between the feet for a broom handle to fit through.
4. Get into “stance”
 - a. Position knees, hips and thighs by squatting with knees bent. Upper body is erect.
 - b. Position delivery arm (the one that would hold the rock) and throwing arm. The delivery arm should be in front of the body, comfortably extended. The broom arm is stretched out with broom handle extending under the arm toward the back (approximately 45 degree angle from body). The broom head should be facing up (wooden/plastic part on the ice) and be positioned slightly ahead of the sliding foot.
5. Hip elevation.
6. Sliding foot forward.
7. Slide with back leg fully extended (or as extended as the curler is capable of).

Note: If the curler is having trouble balancing, they can start by sliding with the broom placed horizontally on the ice in front of them with both hands on the broom. Another option is to have the curler grab on to the instructor’s broom head with their delivery arm and have the instructor “drag” them along.

Split into groups with at least one instructor for each group. Have the instructor teach the curlers in their group how to do the 3 Point Delivery by having each curler take turns sliding out using the 3 point delivery (no rock). The instructor should give feedback as needed.



Detailed Program Curriculum: Week 2

Off-ice: Warm-up
Equipment

On-ice: Review parts of a curling sheet
Review Three Point Delivery
Five Point Delivery
Release

OFF-ICE

1. Warm-up

Please refer to the Warm-Up appendix.

2. Equipment

Like last week, help the curlers to get their equipment in order. Eventually this process will become routine and they may not need help. However, for the first few weeks, have the instructors make sure that the curlers are not having any problems with their equipment.

ON-ICE

1. Review Parts of a Curling Sheet

Review parts of a curling sheet as done in Week 1. You can do this by quizzing the curlers on the names of the different parts if you'd like.

2. Review Three Point Delivery

Review the 3 Point Delivery as done in Week 1.

Steps in 3 Point Delivery (Delivery A)

1. Approach hack from back
2. Foot in the hack
3. Step forward
4. Squat ("Stance")
5. Organize the broom/Stabilizer
6. Hip elevation
7. Slide

Have the curlers practice the 3 point delivery again. The instructors should make corrections as needed. Once the curlers seem comfortable with the 3 Point Delivery, you can move on to the next progression in teaching the curling delivery: the 5 Point Delivery (also known as "Delivery B").

3. Five Point Delivery

Start by having one of the instructors give a demonstration then explain the steps in the delivery as follows (especially highlighting the steps marked in green as they are the new additions):

Steps in 5 Point Delivery (Delivery B)

1. Approach hack from back
2. Foot in the hack
3. Step forward
4. Squat ("Stance")



5. Organize the broom/Stabilizer
6. Hip elevation
7. **Rock back**
8. **Sliding foot back**
9. **“Park”**
10. **Rock forward**
11. **Sliding foot forward**
12. Slide

Five Point Delivery (Detailed Version)

1. Approach hack from behind with broom under arm furthest away from the hack (broom arm).
2. Place gripper foot in hack.
3. Step forward with sliding foot so that the heel is parallel to the gripper foot and adjacent to the toe of the gripper foot with only enough space between the feet for a broom handle to fit through.
4. Get into “stance”
5. Position knees, hips and thighs by squatting with knees bent. Upper body is erect.
6. Position delivery arm (the one that would hold the rock) and throwing arm. The delivery arm should be in front of the body, comfortably extended. The broom arm is stretched out with broom handle extending under the arm toward the back (approximately 45 degree angle from body). The broom head should be facing up (wooden/plastic part on the ice) and be positioned slightly ahead of the sliding foot.
7. Hip elevation.
8. Rock back
9. Sliding foot back. Foot is moved back in a straight line (not looping behind the hack or outwards)
10. “Park”. Weight shift from hack foot to sliding foot.
11. Rock forward.
12. Sliding foot forward.
13. Slide with back leg fully extended (or as extended as the curler is capable of).

Split into groups with at least one instructor for each group. Have the instructor teach the curlers in their group how to do the 5 Point Delivery. The following drills, done in progression, will help the curler ease into the 5 Point Delivery.

Five Point Delivery Progression Drills

Drill: Slide with two (2) rocks

1. Start in stance position except holding a rock in each hand instead of a rock and a broom. Rocks should be held side-by-side, shoulder-width apart, with the handles at the 12 o'clock position and arms comfortably extended in front of the body. The rocks should remain in this position throughout the sequence.
2. Hip elevation.
3. Rocks back.
4. Sliding foot back.
5. Rocks forward.
6. Sliding foot forward.
7. Slide out with back leg extended and arms comfortably extended in front.

Drill: Slide with rock and sliding device

1. Start in stance position except holding a sliding device (i.e.: Stabilizer) instead of a broom and a rock in the throwing hand. The rock and sliding device should be held side-by-side, shoulder-width apart, with arms comfortably extended in front of the body. They should remain in this position throughout the sequence.
2. Hip elevation.
3. Rock back.
4. Sliding foot back.



5. Rock forward.
6. Sliding foot forward.
7. Slide out with back leg extended and arms comfortably extended in front.

Drill: **Slide with rock and brush** (optional, if they are able)

1. Start in stance position (with a broom and rock).
2. Hip elevation.
3. Rock back.
4. Sliding foot back.
5. Rock forward.
6. Sliding foot forward.
7. Slide out with back leg extended and arms comfortably extended in front.

4. Release

The incorporation of rock release into the delivery makes “Delivery C”, the final progression in the delivery series.

Complete Delivery (Delivery C)

1. Approach hack from back
2. Foot in the hack
3. Step forward
4. Squat (“Stance”)
5. Organize the broom/Stabilizer
6. Hip elevation
7. Rock back
8. Sliding foot back
9. “Park”
10. Rock forward
11. Sliding foot forward
12. Slide
13. **Release**

The instruction on rock release has three components:

- Grip
- Turns (in-turn and out-turn)
- Release

Related to releasing the rock there are 3 recommend drills and one game drill. The key points to emphasize are:

Key points for the grip: Position on the handle (not too close to goose neck or not at bottom of handle)

Rock handle on second joint of fingers. V shape of thumb and index fingers. Firm grip. Fingers together

Key points for turns: In-turn is clockwise (for right hand curler); Out-turn is counter clockwise (for right hand curler); Follow hand signals

Key points for release: Start at 10 or 2 o’clock positions; Hand above the rock; Finish with handshake; Number of rotations for length of ice - 2.5 to 3.5 rotations; Release point

Drill: **Clean Release 1**

Level of Play: Beginner

Drill objective: Emphasis on clean release of the rock

Setup: Two players kneeling and facing one another across sheet width.

Play: Facing across the sheet, the players deliver the rock and finish in handshake position.



Drill: **Clean Release 2**
Level of Play: Beginner
Drill objective: Emphasis on clean release of the rock
Key point: Imagine the rock slipping through your fingers
Setup: Place toilet paper roll over handle of curling rock
Play: Player delivers the rock from the hack.

Drill: **Clean Release 3**
Level of Play: Beginner
Drill objective: Emphasis on clean release of the rock
Key point: Arm Straight, hand over rock, rock out front
Setup: None
Play: With no elevate or movement of rock back, the player pushes out of hack and delivers the rock.

Game: **Draw to the Button**
Level of Play: Beginner to Advanced
Objective: To draw as close to the button as possible
Setup: None
Play: With sweepers, each person throws one in-turn and one out-turn. Teams alternate throwers. Rock is scored and then removed.
Scoring: 12 ft – 1 point; 8 ft – 2 points; 4 ft – 3 points; button – 4 points; cover pin – 5 points.

Game: **Fill the House**
Level of Play: Beginner
Drill objective: The objective of the drill is to allow the new curler to get a sense of length of a curling sheet, see how rocks curl and be part of a team. In this drill, each team of curlers tries to see how many rocks it can get in the house and as close to the button as possible.
Setup: none
Play: Each team throws 8 rocks and then counts score; rocks are not moved until all 8 rocks have been delivered. Scoring: one (1) point for rocks in play but not touching the rings; two (2) points if rock touches or is inside rings; four (4) bonus points if rock touches 4 foot or button



Detailed Program Curriculum: Week 3

Off-ice: Game Orientation Session – Part 1
Warm-up

On-ice: Review Delivery and Introduce Rock Cleaning
Line of Delivery
Brushing

OFF-ICE

1. Game Orientation Session – Part 1

This off-ice session may be best done using PowerPoint slides if the equipment is available to you. The program coordinator will want to discuss the following points in the presentation:

Types of Shots

Draw
Takeout
Guard
Freeze
Bump

Skip's Signals

Basic Rules: Briefly go through the basic rules and also provide curlers with a handout that explains the following rules so that they can review them.

Basic Rules for Curling (information from Club Coach – Reference Material):

A rock must clear the far hogline to remain in play, except if it hits another rock which is in play.

A rock which stops completely across the back line is out of play.

A rock which touches a sideline is automatically out of play.

Rocks may not be measured during an end for comparison or to determine if it is counting by means of any physical device to aid the visual until the last rock of the end has come to rest, unless one of the following two situations occur:

If the two skips cannot determine whether a rock has crossed the backline, when in close vicinity to the centre line, the six foot measure stick can be used.

If after the delivery of any of the first three rocks of an end both skips cannot determine if a rock is in the Free Guard Zone or touching the rings, the six foot measure stick can be used.

After the first end, the winner of the end throws first in the following end. (Remember in the first end, a coin flip decides who throws first)

The skip has control of the game for his/her team and may deliver any position rocks they choose. However the order of play, once established, may not be changed for that game.

Right-handed players shall deliver, from the left hack, left-handed players from the right hack.

In delivery the rock must be clearly released before it reaches the near hog line. If it is not, it shall be removed from play by the delivering team.



If a running rock is touched by any member or equipment of the delivering team, it is removed from play by the delivering team after the rock has come to rest.

The 4-rock Free Guard Zone rule is in effect, which means that any opposition rock coming to rest in the Free Guard Zone may be moved, but may not be removed from play, until the fifth rock of the end (Free Guard Zone is the area between the hog line and the tee line, excluding the “house”).

Between the tee lines a rock may be brushed by any one or more of the team members (although it is not good practice to try to brush your own rock!). It may not be brushed by any opposition player.

Behind the tee line the delivering team shall have first privilege of brushing their stone. A lead or second of the delivering team may brush behind the tee line. Only the skip or vice skip of the non-delivering team have the privilege of brushing behind the tee line.

No player may start to brush an opponent’s rock until it reaches the tee line.

The brushing motion shall be from side to side across the running surface in front of the rock and clearly finish to either side of the rock.

A team may not play at any time with less than three players.

If a player delivers a rock of the wrong colour, a rock of the correct colour will be put in its place.

2. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Review Delivery and Introduce Rock Cleaning

Review the Complete Curling Delivery as done in Week 2.

Complete Delivery (Delivery C)

1. Approach hack from back
2. Foot in the hack
3. Step forward
4. Squat (“Stance”)
5. Organize the broom/Stabilizer
6. Hip elevation
7. Rock back
8. Sliding foot back
9. “Park”
10. Rock forward
11. Sliding foot forward
12. Slide
13. Release

Rock Cleaning

Explain to the curlers that they should clean their rock before every shot so their rock does not “pick” on a piece of debris. Have the instructors show them:

- how to flip the rock up at the hack
- clean the running surface with their hand
- wipe the area under the rock (either with their hand or broom)
- place the rock back down on the ice



Encourage the curlers to get into the habit of cleaning their rock before their shots.

2. Line of Delivery

The instruction on line of delivery has two components: Body alignment & Stone alignment

Related to line of delivery there are 4 recommended drills and one game drill. The key points to emphasize are: Shoulders square, knee pointed to broom, rock back to middle toe, maintain balance, arm straight

Drill: Line of Delivery – Strike the Cups

Level of Play: Beginner

Drill objective: Emphasis on sliding foot

Key point: Sliding foot should be under middle of chest and curler should be balanced.

Setup: Position 4 plastic cups along line of delivery from T-line to hogline

Play: Curler pushes out of the hack without a rock; sliding foot should strike each cup.

Drill: Line of Delivery – No Kleenex Please

Level of Play: Beginner

Drill objective: Delivery of rock along line of delivery from hack to broom without touching Kleenex boxes.

Key point: Balance and foot behind the rock

Setup: Place 4-6 Kleenex boxes 2 feet on each side of imaginary line from hack to broom. One person holds the broom as the target.

Play: Player delivers the rock aiming at the broom.

Drill: Line of Delivery – Takeout Through Port

Level of Play: Beginner to Advanced

Drill objective: To deliver a takeout through a narrow port at the target rock without touching the port rocks.

Key point: Balance, foot behind the rock and clean release.

Setup: Two curling rocks positioned 5 feet beyond the hog line and 1.5 rocks apart. Target rock is another 5 feet beyond the two rock port. One person holds the broom in the centre of the target rock.

Play: Player delivers the rock aiming at the broom.

Drill: Line of Delivery – Centre Hit

Level of Play: Beginner to Advanced

Drill objective: To deliver a takeout at the centre of a target rock.

Key point: Balance, foot behind the rock and clean release.

Setup: One target curling rock positioned 10 feet beyond the hog line. One person holds the broom in the centre of the target rock.

Play: Player delivers the rock aiming at the broom. If the release and line of delivery is good, the target rock will be directed straight down the sheet.

Game: Narrow Port

Level of Play: Beginner to Advanced

Objective: To draw a rock into the rings through a narrow port

Setup: Two rocks 5 feet apart are positioned halfway between the far hogline and the rings.

Play: With sweepers, each person throws one rock at the broom held by a teammate. Teams alternate throwers. Rock is scored and then removed. After every one delivers one rock, the port is narrowed to 4 feet and every one delivers one more rock.

Scoring: If the rock travels through the port score 2 points. If the rock stops in the rings score an additional 2 points.

Variation: Play a takeout through the port at a target rock.



3. Brushing

The Open-Stance Brushing Technique is the preferred method of brushing as it provides the best opportunity for the brusher to view the playing end and the footwork is very simple.

Open-Stance Brushing Technique

Stance:

- Grippers must be worn on both feet.
- Feet are positioned parallel to the stone's path, shoulder width apart.
- Knees are bent with the weight on the balls of the feet, heels raised slightly off the ice.
- A clear line of vision will assist with weight judgment and communication.

Grip:

- Place the brush handle across the front of your body, grip the handle with both hands dividing the handle into thirds.
- Position your hand closest to the rock, 1/3 of the way up the handle from the brush head. Palm of the hand should be facing down.
- Place your other hand 2/3 of the way up the handle. Palm of hand should be facing up.
- Position the top part of the handle under your arm pit.
- Hold the handle against your rib cage with the upper part of your arm.
- Bottom arm should be straight as it applies weight on to the brush.
- Top arm guides the motion of the brush.

Foot Motion:

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

Scrubbing Motion:

- Apply downward pressure onto the brush head through your lower arm.
- Using your top hand, implement a small push/pull motion onto the brush handle.
- Develop a series of short (6") rapid strokes to scrub the path of the stone.
- Clean a 45 degree path in front of the stone.

The use of double grippers is mandatory when teaching brushing.

Steps 1-4 should be used to progressively teach brushing.

Teaching brushing - using these steps - helps the curler develop confidence with the stance, grip, footwork and scrubbing.



Step #1 – Foot Motion

- Position Curlers on the left of the centre line facing down the sheet.
- Have Curlers assume the correct stance and the correct grip on the brush handle.
- Have Curlers place the brush head on the ice on the centre line.
- Have Curlers implement footwork action without scrubbing (cross country ski motion if using the open stance technique, or the cross step motion if using the closed stance technique).
- Curlers travel slowly down the ice, having Curlers looking towards the end of the sheet periodically.



- When the Curlers reach the far end, have them remain on the same side of the centre line, but turn and face the opposite end of the sheet.
- Curlers simply adjust their grip, and travel down towards the opposite end of the sheet on the right side of the centre line.

Note: This drill can also be done using two sheets, go up one sheet on the left side of centre line, and return on the right side of centre line, down another sheet.

Step #2 – Stationary Scrubbing

- Position Curlers on either the right or left side of the center line.
- Instruct Curlers to assume the proper stance and grip.
- Instruct Curlers to apply downward pressure through the lower arm onto the brush head.
- Curlers should apply a slow to and fro motion with the top hand.
- Vary the speed of the strokes; slow/medium/fast.
- Ensure Curlers are brushing in short strokes (approximately 6”), to avoid wasting energy.
- Have Curlers repeat the stationary scrubbing on the opposite side of the centre line from which they started.

Step #3 – Footwork and Scrubbing

- Position Curlers on either the right or left side of the centre line.
- Instruct Curlers to assume the proper stance and grip.
- Instruct Curlers to travel down the ice and incorporate the scrubbing motion as they travel.
- Curlers should develop the habit of looking up while they brush, this aids in developing judging and communication skills.
- Ensure Curlers repeat the drill on the opposite side of the centre line from which they started.

Step #4 – Add Stones

- Group Curlers into pairs, have one person push a stone at a realistic speed while the other Curler practices brushing.
- Each Curler should get a chance to brush on both sides of the stone and to push the stone for their partner.
- Next, group the Curlers into groups of three, have each Curler brush on both sides and push the stone, to become accustomed to brushing with a partner.
- Repeat the drill having a Curler throw the stone, and have the brushers get a feel of traveling forward with the stone, and merging to brush with a partner.

Tip: For the partner pushing the stone, it is much easier to control the stone if the handle is turned sideways and the “pusher” places their brush head on the rock handle.

Other Considerations

Explain to the curlers that, while it is the advantageous to have a sweeper on either side of the rock due to the better line of vision and space for footwork, it is OK to have both sweepers on the same side if that is how they feel most comfortable. You can encourage a curler to try out a different side later in the season.



Detailed Program Curriculum: Week 4

Off-ice: Warm-up

On-ice: Review Brushing
Review Delivery
Weight Control

OFF-ICE

1. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Review Brushing

2. Review Delivery

3. Weight Control

Once the curler is comfortable with their delivery, release and line of delivery, they can focus on weight control. The instruction on weight control has two components: Leg drive & Arm extension (not ideal but sometimes necessary)

Related to weight control there are 4 recommend drills and one game drill. The key points to emphasize are: speed of rock is proportional to push from the hack or leg drive & arm should be slightly bent in order for the curler to be able to extend

Drill: **Weight Control – Push without rock**

Level of Play: Beginner

Drill objective: Increase leg drive out of hack

Setup: None

Play: Curler pushes out of the hack without a rock; mark where sliding foot comes to rest; increase push.

Drill: **Weight Control – Push with rock**

Level of Play: Beginner

Drill objective: Progressively increase leg drive out of hack

Setup: None

Play: Player delivers the rock for a draw into the rings. Player then delivers the rock to go past the back line. Player then delivers the rock to go touch the back board.

Variation: Use darkened safety goggles so player cannot see and must “feel “the leg drive.



Drill: **Weight Control – Takeout Weight**

Level of Play: Beginner to Advanced

Drill objective: To execute a takeout with normal weight

Setup: One rock in the rings near centre line.

Play: Player delivers the rock with a takeout weight to remove a rock in the rings.

Drill: **Weight Control – Multiple Takeout Weights**

Level of Play: Beginner to Advanced

Drill objective: To execute a takeout with normal, down normal and peel weights

Setup: One rock in the rings near centre line.

Play: Player delivers the rock with a takeout weight to remove a rock in the rings. Player then removes a rock in the rings with down normal weight. Player then removes a rock in the rings with up normal (peel) weight.

Game: **Moving Hogline**

Level of Play: Beginner to Advanced

Objective: To deliver a rock just over the hogline and that rock then identifies the new hog line. If the rock fails to reach the hogline, it will not count.

Setup: None

Play: With sweepers, each person throws two rocks. If the rock is beyond the existing hogline, it is moved to the side of the boards and becomes the new hogline position. If the rock fails to make the hogline it is placed beside the hack.

Scoring: Score one point for each rock that becomes the new hogline.

Variation: Play as moving backline. If beyond the backline, it does not score.



Detailed Program Curriculum: Week 5

Off-ice: Game Orientation Session – Part 2
Warm-up

On-ice: Weight Judgement
2-End Game

OFF-ICE

1. Game Orientation Session – Part 2

This off-ice session may be best done using PowerPoint slides if the equipment is available to you. The program coordinator will want to discuss the following points in the presentation:

Positions and Order of Play

Lead

Second

Third (Vice)

Skip

Game Objectives and Scoring

2. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Weight Judgement

Weight judgement is something that takes experience to become proficient. However, the instruction can point out what will influence the curler's judgement of weight and what tools are available. Intermediate and advanced curlers could be introduced to the stopwatch tool and interval timing. However, the use of stopwatches is not recommended for the beginner curlers. The instruction on weight judgement requires the definition of zones:

Zone 0	hogged rock
Zone 1	hogline to top of the rings
Zone 2	12 ft rings to top of 4 ft rings
Zone 3	4 ft rings
Zone 4	4 ft rings to back line
Zone 5	beyond back line (through house)

The key points that influence judgement of the weight are: Ice conditions – heavy vs. keen ice; temperature of the ice; Path taken – have any rocks gone down this path; Changing ice conditions

Related to weight judgement there are 3 recommend drills and 2 game drills.

Drill: **Weight Judgement – Call out the Zone**

Level of Play: Beginner

Drill objective: To determine the final position of a rock before it stops

Setup: None

Play: One player delivers a rock to the house and players with their back to the house guess the zone with their fingers. Players will be positioned progressively at:

- (1) The far hog line
- (2) Midway between the two hog lines
- (3) The near hog line



Drill: **Weight Judgement – Don't stop in the rings**
Level of Play: Beginner
Drill objective: Player(s) try to prevent a rock from stopping in the rings
Setup: None
Play: One player delivers the rock for a draw into the rings. Another player positioned at the middle of the sheet must decide whether to sweep the rock or not sweep the rock. The player can sweep the rock through the rings or elect not to sweep and have the rock stop before the rings.
Variation: Use two players positioned at near hogline as sweepers

Drill: **Weight Judgement– Draw to the Zone**
Level of Play: Beginner to Advanced
Drill objective: To draw a rock to a zone.
Setup: None
Play: The holder of the broom calls the zone to draw to and the other player with sweepers must have the rock draw to that zone. Players should not be limited to drawing to the centre of the ice but could draw from the centre to the outside.
Variation: This drill could be used as a game where one team defines the zone and the other team must execute. If the team executes the shot, it scores one point. If the team fails to execute the shot, the other team scores one point.

Game: **Centre line touch**
Level of Play: Beginner to Advanced
Objective: To deliver a rock so that when it comes to rest, it touches the centerline.
Setup: None
Play: With sweepers, each person throws two rocks in succession. All rocks stay in play until everyone has thrown their two rocks.
Scoring: Score one point for each rock that touches the hogline.
Variation: Play one team against another. Constraint is that one team cannot remove another team's rock from play.

Game: **Two Team Draw to the Button**
Level of Play: Beginner to Advanced
Objective: To draw as close to the button as possible
Setup: None
Play: With sweepers, each team alternates throwing one rock. Rocks remain where they come to rest and a rock cannot be removed from play. After both teams have thrown all their rocks, the score is tabulated.
Scoring: 12 ft – 1 point; 8 ft – 2 points; 4 ft – 3 points; button – 4 points; cover pin – 5 points.

2. Two End Game

The curlers have now developed the skills and knowledge to play their first game. They still have yet to learn strategy but will be able to at least get a feel for what it is like to play a game and learn from this experience. Try to have an instructor at each end so that one can help the skip make the calls and the other can help direct curlers where to stand and help them to interpret the calls if they are unsure.



Detailed Program Curriculum: Week 6

Off-ice: Warm-up

On-ice: Reading the Ice
Communication
Great Canadian Shootout

OFF-ICE

1. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Reading the Ice

Reading the ice is not only the skip's responsibility but every team member. For example, players need to know where there may be falls or runs in the ice, where the ice is heavy or keen and areas on the sheet where the rock will curl more. The following drill will assist players in what to look for when reading the ice.

Drill: **Reading the Ice**

Level of Play: Beginner to Advanced

Drill objective: To understand how to read the ice

Setup: None

Play: A team of four players is given ten minutes to assess a sheet of ice. At the end of 10 minutes, they will each answer questions on how the sheet behaves. They will also discuss what influences the condition of the ice.

Questions on current ice conditions:

1. How much will a draw curl?
 - a. Outside in with broom on 4 ft.
 - b. Inside out with broom on 4 ft.
2. Where should the broom be positioned for a takeout of a rock in the 12 ft on the T-line.
3. Where are there any runs or straight spots or falls in the ice?

Discussions on ice conditions in general:

Question: What can influence the ice conditions?

Answer: Some of the variables are: Ice temperature; Humidity (causes frost); Outside temperature

Pebble – size and amount; Nipping or rocking the ice; Scrapping the ice or number of games played on a sheet between scrapings; Debris on the ice; Hand / knee prints on the ice

2. Communication

Communication on the ice is everyone's responsibility. Communication can be:

- a. Between players;
- b. Between the skip and the sweepers;
- c. Between the thrower and the sweepers;
- d. Between the thrower and the skip;
- e. Between the sweepers.



Communication is not limited to voice but the use of hand signals can be employed. For example, the skip uses hand signals to communicate the type of shot and the weight.

One tool that can assist in the communication on ice is the use of zones. As previously identified in the weight judgement drills, there can be five zones:

Zone 0	hogged rock
Zone 1	hogline to top of the rings
Zone 2	12 ft rings to top of 4 ft rings
Zone 3	4 ft rings
Zone 4	4 ft rings to back line
Zone 5	beyond back line (through house)

Alternatively, the Ferbey team identified another more refined zone system. It consisted of 10 zones.

Zone 1	hogline 1/3 of Free Guard Zone
Zone 2	1/3 of Free Guard Zone to 2/3 of Free Guard Zone
Zone 3	2/3 of Free Guard Zone to top of 12 ft
Zone 4	Front 12 ft
Zone 5	Front 8 ft
Zone 6	Front 4 ft
Zone 7	Tee line (button)
Zone 8	Back 4 ft
Zone 9	Back 8 ft
Zone 10	Back 12 ft to backline

The key points to communication are:

- Good communication use both voice and body motions
- There is a need to communicate many times as a rock is delivered down the sheet
- It is better to guess the weight instead of saying nothing
- You are allowed to change your guess

Drill: Communication – I'm not saying a word

Level of Play: Beginner

Drill objective: To determine the effect of communication

Setup: None

Play: Part 1: One player holds the broom while another person delivers a draw and later a takeout to the house. There are two sweepers. While the rock is delivered, no one speaks.

Part 2: Same as part 1 but everyone communicates.

Discussion: After parts 1 and 2 have taken place, ask the players how effective it is when players communicate. Ask for examples of non-verbal communication.



Drill: Communication – Call out the Zone

Level of Play: Beginner to Advanced

Drill objective: Player must call out the zone where they anticipate a draw will come to rest

Key point: It is imperative that there is a continuous flow of information
It is the responsibility of every player to communicate on every shot

Setup: None

Play: One player delivers the rock for a draw into the rings. Immediately after release, the thrower must communicate whether the rock is heavy, light or just right for the called draw shot. The two sweepers must call out the zone at 3 different positions: near hogline, half way between hoglines and at the far hogline.

Variation: One player delivers a takeout. At the near hogline, the two sweepers call out or signal whether they think that the delivered rock is heavy, lighter or the correct weight for the takeout.

Game: Draw through a Port

Level of Play: Beginner to Advanced

Objective: To draw a rock into the rings through a narrow port

Setup: Two guard rocks are positioned halfway between the far hogline and the rings with one rock on the centerline and the other 4 feet away.

Play: With sweepers, each person throws one rock at the broom held by a teammate. Teams alternate throwers. Rock is scored and then removed.

Scoring: Rock comes to rest at: 12 ft – 1 point; 8 ft – 2 points; 4 ft – 3 points; button – 4 points.

Variation: Narrow the distance between the guards.

3. Great Canadian Shootout

Game: Te Great Canadian Shootout

Note: Jim Waite is credited for the creation of this game

Level of Play: Beginner to Advanced

Objective: To draw a rock to the button

Play: All the leads get in the hack and throw at once and their score is recorded. Then the seconds throw, followed by the thirds and finally the skips. The team then selects one player to throw whose score will be doubled. The team then selects one player to throw whose score will be tripled. The winning team is the one with the highest combined score.

Scoring: 12 ft – 1 point; 8 ft – 2 points; 4 ft – 3 points; button – 4 points.

Note: This drill will be a good chance for the curlers to put their communication skills into practice.



Detailed Program Curriculum: Week 7

Off-ice: Strategy Session – Basic
Warm-up

On-ice: Game

OFF-ICE

1. Strategy Session – Basic

During the basic strategy session, the following topics would be discussed:

- a. Strength and weaknesses
- b. Styles of play
- c. Factors influencing shot selection
- d. Scoring concepts
- e. Tolerance
- f. Strategies when ahead on the scoreboard
- g. Strategies when behind on the scoreboard

The basic strategy session would take place off the ice.

Strength and Weakness

The team/player would identify their strength and weaknesses in the areas of sweeping ability, sweeping judgement, takeout ability, draw ability and finesse shot (freezes, tap back, and raise takeout) ability would be discussed.

Styles of Play

The discussion on strengths and weaknesses would be a lead into the discussion on styles of play. A team should be identified as one of the following styles of play:

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

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

Balanced – can play the offensive and defensive styles of play

The discussion would ask each team/player about what style they are.

Factors Influencing Shot Selection

The following six factors that will decide shot selection should be discussed:

- a. Free guard zone – the first four shots in the end
- b. What end is being played
- c. Score
- d. Who has last rock
- e. Strength and weakness of own team and opponents
- f. Ice conditions

Scoring Concepts

Discuss strategy with last rock.

Goal is to score 2 or more

Offense

Use of the corner guards

Use of sides of sheet and keep four foot path clear

Discuss strategy without last rock.

Goal is to steal points or hold opposition to one point

Defence



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

Discuss play in the early ends:
Familiarization with ice

Discuss play in the middle to late ends:
Should be confident in reading of the ice and shot execution

Tolerance

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

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

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

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

Strategies When Behind on the Scoreboard

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

2. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Game

Play a 4 end game. After 2 ends, have the people playing skip and third switch with the people playing lead and second so that everyone has a chance to try their hand at strategy.



Detailed Program Curriculum: Week 8

Off-ice: Warm-up

On-ice: Skills Analysis and Correction
Skills Competition

OFF-ICE

Off-ice: Warm-up

1. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Delivery Analysis and Correction

Now that the curlers have had time to develop their skills, it is a good time to do an analysis of their delivery and make any necessary corrections. See the *Skill Analysis Mental Checklist* in the Appendix for ways to assess the deliveries.

2. Skills Competition

Game: **Skills Competition**

Level of Play: Beginner to Advanced

Objective: To get as many points as possible through the execution of 4 different shots

Setup: None

Play: With sweepers, each person throws:

- a. A draw to the button
- b. A hit and stick
- c. A hit and roll to the button
- d. A double takeout

Rock is scored and then removed.

Scoring:

A draw to the button

3 Points if touching the button

2 Points if touching 4 ft

1 Point if touching 8 ft

A hit and stick

3 Points if hit and stick

2 Points if hit and roll

1 Point if hit

A hit and roll to the button

3 Points if hit and roll to touch a part of the button

2 Points if hit and roll to touch a part of the 4 ft

1 Point if hit

A double takeout

3 Points if both rocks are hit and removed

2 Points if both rocks are hit but both are not removed

1 Point if one rock is hit



Detailed Program Curriculum: Week 9

Off-ice: Strategy Session – Beyond the Basics - Warm-up

On-ice: Strategy Session – Beyond the Basics (continued) - Game

OFF-ICE

1. Strategy Session – Beyond the Basics

During the Beyond the Basics session, the following topics would be discussed:

- a. Shot selections – early ends, middle ends and late ends
- b. Final end strategies
- c. What would you call - Situation Analysis (see chapter 4 of Level 1 Technical Manual for examples)
- d. Drag effect demonstration

During this session the shot selections and final end strategies would take place off the ice while the situation analysis and drag effect demonstration would take place on the ice.

Shot Selections – Early, Middle and Late Ends

Some points to consider when discussing shot selections for early, middle or late ends are:

- a. Confidence in the ice
- b. Timing of risk versus reward shots
- c. Scoring in even ends
- d. When the probability of executing finesse shots (i.e. Raise takeouts, freezes, etc.) is higher
- e. What shot would you like your skip to throw in the last end
- f. Would you rather be down 1 with last rock or up 1 without last rock?
- g. Would you rather be tied with last rock or up 2 without last rock?

Final End Strategies

Discuss how a team might play the last end and what would you call for your lead's rocks if:

- a. You are down 1 without last rock;
- b. You are down 2 with last rock;
- c. You are tied with last rock;
- d. You are tied without last rock;
- e. You are up 4 without last rock.

2. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

On-ice: Strategy

1. Strategy Session – Beyond the Basics (continued)

What would you call - Situational Analysis

Have the instructors setup a different situation on each sheet. The curlers would be told the end, the score, who has last rock and who is the thrower. The curlers would be asked what the shot options are and what they would call. Examples of different situations can be found in the Level 1 Curling Technical manual or the instructors could make up their own situation based on their own experience.

Drag Effect Demonstration

While on ice, the instructors could demonstrate the drag effect when two rocks are positioned very close to one another and a takeout on the rocks is executed.

2. Game

Play a 4 end game. This will be a good chance for the curlers to focus on developing their strategy now that they have been given more instruction on how to approach it. The instructors will want to ensure that they pay close attention to the skip so that they can help them with their strategy.



Detailed Program Curriculum: Week 10

Off-ice: Holiday Celebration

Warm-up

On-ice: Mix It Up Challenge

OFF-ICE

1. Holiday Celebration

This is the last week before the holiday break. Therefore, this week will be an especially fun week. If someone has planned a holiday dinner/party, it can go before or after the session.

2. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

1. Mix It Up Challenge

Format: 6 ends

Rules:

- a. **Positions:** Everyone will play skip, third, second and lead. Therefore, if you play lead on the first end, the next end you will play second, the next end you will play third and the last end you will play skip.

- b. **Scoring**

End 1: String You Along

Normal end. Can move own rock distance any direction using string as a displacer. String is cut the length the rock is moved. Minimum cut of 1 foot. Each team must use string or there is a penalty.

End 2: Everything counts

All rocks in or touching the rings count. Subtract total blue minus total red to obtain the score. String can be used.

End 3: Coneheads

Normal end except must shoot thru cones. Cannot touch cones or rock is pulled.

End 4: Intern

Curlers must only throw interns.

End 5: Biters

All rocks fully in the rings count for one point. Each rock that is a biter (partially on the rings) counts for two points. Subtract total blue minus total red to obtain the score.

End 6: Rock but don't roll out

Cannot remove an opponent's rock from play – whether the opponent's rock is in or outside the rings.



Detailed Program Curriculum: Week 11 & 12

HAPPY HOLIDAYS!

No sessions these weeks



Detailed Program Curriculum: Weeks 13 – 22

These weeks, for the most part, will have the same format. This format is as follows:

Off-ice: Warm-up

On-ice: Games

OFF-ICE

1. Warm-up

Please refer to the Warm-Up appendix.

ON-ICE

2. Games

Designate teams that will play together for the first 5 weeks (Weeks 13-17). For the remaining 5 weeks (Weeks 18-22), designate a new set of teams that will play together for those weeks so that the curlers will have the chance to play with some new people.

Although the focus has shifted to game play for this second half of the program, the instructors still need to be present to help improve the skills of the curlers. The instructors can help by:

- Providing strategy advice
- Correcting any delivery errors. Be careful not to be too critical. There will be times when it is best that the instructor let the curler play so that they are not worrying too much about the technicalities of their delivery. The instructor will need to find the balance between letting the curler play and improving their delivery.
- Making suggestions on how to improve sweeping
- Facilitating communication between team-mates.

ADDITIONS

Week 14: Player Assessment: While the players carry out a game, the instructors will make an assessment of each curler's technical skills. The assessment should address:

- Delivery of rock (balance, line of delivery, release)
- Weight control (ability to throw takeouts and accuracy of draw weight)
- Weight judgement (knowing when to sweep)
- Sweeping ability (proper technique, power)
- Summary areas to improve
- Summary areas accomplished

The assessment can be delivered to the curlers one-on-one or as a report card. Ensure that some positive feedback is given in these assessments because, although we want the curlers to improve, we also want them to feel encouraged.

Week 14 is the ideal week for this assessment because it is far enough along that the curlers have developed their skills but also early enough for them to make improvements based on their assessment.

Week of Choice: Video Analysis (Optional)

If you have the equipment and capabilities to perform video analysis, do so during a week that you feel works best for the curlers (or perhaps over the span of 2 weeks). A video analysis can be very helpful for curlers to see and understand a part of their delivery that may need to be corrected.



Warm-Up Appendix

Each week, always begin with a warm-up before going on the ice. Have an instructor lead the warm-up so that the curlers have a guide to follow. Making a warm-up a part of the curler's routine will be beneficial in the following ways (information from Club Coach – Reference Material):

- 1) Activating the body's ***circulatory system*** by enhancing blood flow will improve the body's ability to utilize oxygen and remove waste product. Blood vessels open up increasing blood flow thereby maintaining muscle temperature.
- 2) Engaging the ***musculoskeletal system*** will further warm-up muscles to reduce muscle stiffness, to provide a more forceful contraction and to help prevent injuries.
- 3) Exciting the ***neuromuscular system*** allows the brain to coordinate the nervous system's ability to fire muscles effectively and efficiently. It will also increase speed of contraction and relaxation of warmed muscles.

Explain these benefits to the curlers so that they are aware of the importance of a warm-up.

Warm-up Routine (information from Club Coach – Reference Material):

A “Step-Stretch-Slide” Approach

Curling, like other sports, requires players to perform skills using movements that go beyond normal everyday activities. A Warm-up provides a stepwise progression to prepare a player for the transition from pre-game to game activity. Failure to properly warm-up can lead to discomfort, poor performance, and possible injury.

A proper warm-up has three components:

1. Vigorous whole body aerobic exercises – affect the circulatory system.
2. Dynamic stretching exercises – affect the musculoskeletal system.
3. Simulation exercises – affecting the neuromuscular system.

We can apply each of these three components to curling in a warm-up routine that we call “step-stretch-and-slide”.

Step

The first phase of a proper curling warm-up is a whole body aerobic activity such as stepping exercises. The purpose of these exercises is to generate body heat and to raise the level of function of



the cardiovascular system. These exercises should be done for approximately 5 to 10 minutes just prior to the 5 to 10 minutes of stretching that should occur before going on the ice. The stepping movement should initially be light and rhythmical and gradually progress in intensity, but not to the point of “breaking a sweat”.

The goal is to elevate the heart rate, increase blood flow, and heat the deep parts of the body such as the muscles and joints. While warming up, the intensity should be mild, with a good rule of thumb being that the curler should be able to maintain a regular conversation without working up too much of a sweat. Progressive exercises such as skipping, stair climbing, jogging/marching on the spot, or full body callisthenics might be suitable to a curling venue. The participant starts slowly and steadily increases the pace. The athlete should be provided the opportunity to develop his/her own routine as long as it meets the aerobic content requirement.

Here are a few activities that could take place in a club:

- marching on the spot
- alternating bum kicks on the spot
- jogging on the spot
- stepping up and down on a stair tread
- stepping up and down on a low bench
- hop scotching on the patterns of a rug
- hop scotching over a number of brushes
- walking rapidly backward, forward, and side ways in a limited space
- dancing to music supplied on a personal listening device
- rapid free movement exercises
- shadow boxing while facing a glass trophy case

Stretch

Dynamic Stretching is defined as slow controlled movements through the full range of motion. Dynamic stretching is the most appropriate form of exercises for the Warm-up. By contrast, static stretches are more appropriate for the Cool-down. Dynamic stretching involves moving parts of your body and gradually increasing reach, speed of movement, or both. In dynamic stretches, there are no bounces or "jerky" movements. An example of dynamic stretching would be slow, controlled leg swings, arm swings, or torso twists.

Dynamic stretching should be done immediately after the “step” portion of the warm-up and for 5 to 10 minutes before going on the ice. Perform your exercises (leg raises, arm swings, etc...) in sets of six to ten repetitions. If after a few sets you feel tired - stop. Tired muscles produce waste product, which causes a decrease in the coordination of your movements. Do only the number of repetitions that you can do without becoming fatigued.

If static stretching is to be used at all as part of the warm-up, the static stretch should only be held for a few seconds (3-5) or no longer than it would be used in the sport. Static stretches held longer than



10 or 15 seconds will induce a relaxation response and will not allow powerful muscles to contract as forcefully at the start of the game.

Dynamic Stretching and Mobility Exercises:

The following are examples of dynamic stretching and mobility exercises, which could form part of the Warm-up program in a training session.

Neck Mobility

Flexion/Extension - Tuck your chin into your chest, and then lift your chin upward as far as possible, without straining. 6 to 10 repetitions

Lateral Flexion - lower your left ear toward your left shoulder and then your right ear to your right shoulder. 6 to 10 repetitions

Rotation - Turn your chin laterally toward your left shoulder and then rotate it toward your right shoulder. 6 to 10 repetitions

Shoulder Rolls

Stand tall and relaxed

Raise your shoulders towards your ears, take them backwards, down and then up again in a smooth action

Repeat 6 to 10 repetitions

Arm Circles

Stand tall and relaxed with your hands 12 inches from your sides

Keeping your body still, move your hands in small circles gradually increasing the speed up to 10 repetitions. Reverse the direction for 10 repetitions.

Repeat the small arm circle action with your arms straight out at 90° from your sides. 10 repetitions.

Finally complete large arm circles both forwards and backwards for 6 to 10 repetitions.

Overhead Reach

Stand tall with good posture, feet slightly wider than shoulder-width apart

Bend smoothly first to one side while reaching overhead with the arm on the side that you are stretching, then repeat on the other

Repeat 6-10 times on each side with a slow rhythm, breathing out as you bend to the side, and in as you return to the centre



Golfers Twist

Extend your arms out to your sides, and twist your torso and hips to the left, shifting your weight on to the left foot. Then twist your torso to the right while shifting your weight to the right foot. 6-10 reps on each side



Leg Swings – Forward/Backward

Stand sideways to the wall place your hand on the wall for balance

Swing your leg closest to the wall forward and backwards for 6 to 10 repetitions

Turn and repeat with the other leg

Leg Swings – Side to Side

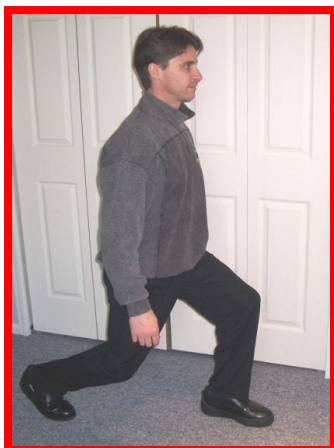
Leaning slightly forward with both hands on a wall and your weight on your left leg, swing your right leg to the left in front of your body, pointing your toes upwards as your foot reaches its furthest point of motion

Then swing the right leg back to the right far as comfortable, again pointing your up as your foot reaches its final point of movement

10 to 12 repetitions on each leg



as
toes



Half Lunges

Standing tall both feet together (starting position)

Keeping the back straight lunge forward with the right leg approx 1 metre



Bend knees to slightly load the quadriceps muscles and return to start position

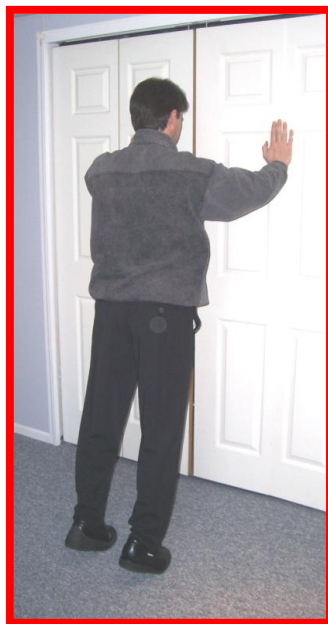
Repeat with the left leg and alternate for 6 to 10 repetitions on each leg

Heel Raises

Leaning forward with your hands on the wall and your weight on your toes, raise and lower both heels in a controlled manner

Each time, lift your heels one to two inches from the ground while maintaining ground contact with the ball of your feet

6 to 10 repetitions



Slide (on-ice)

The final phase of the curling Warm-up is done on-ice using the sliding movements associated with the delivery and brushing skills. These are the most traditional of curling warm-up exercises. Sliding from the hack should progress from an initial easy leg drive and high upper body position to a full takeout leg drive with the upper body in the actual delivery position.



Getting Started for Adults

Hi everyone!

On behalf of the instructors let me say THANKYOU! It has been a blast for us to work with you!! As discussed earlier, we are now looking ahead to next year and would like to get a sense for how the league met your needs, how we did as instructors and whether you are planning to continue for next year. In this regard, kindly take a few minutes to give us your feedback by completing the survey below. Note: that if you want to respond on-line to the survey – contact me via email (*insert Program Coordinator email here*) and I will send you a copy of the survey.

Circle a number where is the lowest or not happy score and 5 is the highest

		Not Very.....Very Happy				
		1	2	3	4	5
The League						
1.	Overall satisfaction with the league	1	2	3	4	5
The Instructors						
1.	Quality of the instruction	1	2	3	4	5
2.	Ability of the instructors	1	2	3	4	5
3.	Development of your ability	1	2	3	4	5
4.	Atmosphere (relaxed approach)	1	2	3	4	5
5.	Amount of fun	1	2	3	4	5
Next Curling Season						
		No 1	Not sure 2	Probably 3	Yes 4	
1.	I will be back	1	2	3	4	
2.	If I am back,					
•	I want to play in the same league again	1	2	3	4	
•	I want to play in another league	1	2	3	4	
3.	If I am back in the same league again					
•	I want to be on a fixed team	1	2	3	4	
•	I am happy to pick the teams from a hat	1	2	3	4	
•	I want some instruction during the league	1	2	3	4	

Recommendations for next year (whether you are coming back or not) or general comments

Name	E-mail
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