Practice line and weight

Four beginner stations • Supervised on-ice exercises • Print page 3 for each learner

Allow about 8-10 minutes per station; reduce turns to fit the group. Fill four attempt boxes over repeat visits if needed. Use one supervised lane or separately supervised areas. Reset only after all stones stop and the instructor signals.

Station 1 Aim at a wide doorway

Set up: Name a wide imaginary doorway across an existing ice marking. Mark its edges on this page or with instructor-approved visual references off the ice. No loose objects in the lane.

Try: Choose the line with the instructor, then deliver four stones one at a time. The observer records where each stone crosses the named line: left, through the doorway, or right. This records direction at that line, not the final stopping point.



Text guide: the doorway is the space between two visual references. Watch where the stone crosses that line.

Station 2 Find the stopping zone

Set up: Choose a broad stopping zone with the instructor, using existing lines or ring edges. Keep the same zone for four attempts. The target may be closer than the far house when the club approves the exercise.

Try: Say where you want the stone to stop. After it rests, record short, in zone, or long. Make one instructor-guided adjustment, then repeat. “Weight” means how much speed or force is used in the delivery.

Make either station easier: Widen the doorway or stopping zone, shorten the approved distance, or use a delivery-stick method taught by the instructor. **Add challenge:** Keep the same target and seek a repeatable result over four attempts.

Safety at every station: grippers for walking and sweeping; one active delivery in the lane; no chasing or stopping moving stones with hands or feet.

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Practice team communication

Every participant can contribute as a player, caller or observer • Rotate at a safe stopping point

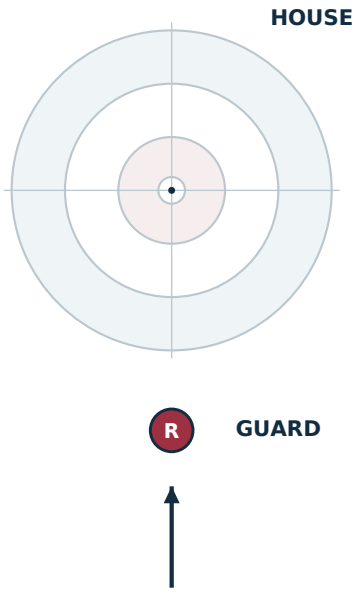
Station 3 Call and respond

Set up: The instructor demonstrates safe sweeping position and brush use. Rehearse the words and response while stationary in a clear area with grippers on both feet. Add slow movement only when ready.

Try: Agree a caller and one sweeper. Use “sweep” and “stop,” or another clear shared signal. The caller gives a cue; the sweeper responds while maintaining balance and space. Add a delivered stone only after the instructor approves. Keep brushes away from the stone.

Observe: Was the cue clear? Did the sweeper respond? Was movement controlled? Record a helpful phrase, not a speed score. A participant can learn the same communication goal from a seated or off-ice role.

Station 4 Name the shot goal



Set up: Use this picture, a tabletop board or a supervised clear lane. Here, our draw target is inside the house. Our guard target is outside, in front of it, to help protect a stone or approach.

Try: Choose one goal before delivery: “finish in the house” or “stop in front.” Name the target and agree a simple call. Judge the result against your chosen goal.

Talk: What would a short stone do? What would a long stone do? There can be several sensible choices. Start with draws and guards; leave takeouts for instructor-led progression.

Text guide: delivery is from below. The guard is outside the house and in front of it. This diagram explains a shot goal; it does not show a complete end or protected-guard rules.

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My curling practice record

A learning sheet, not a test • Use initials if you prefer • Keep personal health information off this sheet

Name or initials: _____ Date: _____

Today I want to: _____

My target or zone: _____

Station	Try 1	Try 2	Try 3	Try 4
1 Doorway Use L / IN / R				
2 Stopping zone Use SHORT / IN / LONG				

Notice what helped

3 A useful call or signal was:

4 Our shot goal was: _____ It stopped: _____

Next step or instructor observation:

Use this sheet for personal progress. Practice targets are not official scoring.

[2] Curling Canada Safety First

[3] Curling Canada Getting Started in Curling Teacher Guide

[4] USA Curling Intro to Curling

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