Prepare for a first curling session

For the club instructor or session leader • Two flexible plans • Print all four pages

What this pack helps you teach

Help new curlers move safely, deliver a stone toward a chosen target, communicate one useful observation, and leave wanting another turn. Use these plans with a club-approved instructor and the club's safety procedures.

Before anyone steps onto the ice

- **Confirm the setup.** Inspect the activity area with club staff. Know the emergency procedure, first-aid lead, exit route, and how you will stop all activity. Assign a trained helper to manage stray or outgoing stones and protect adjacent sheets under club procedures.
- **Fit equipment.** Check clean footwear and secure grippers. Beginners use grippers on both feet for walking and sweeping. Use an exposed slider only during an instructor-led delivery exercise; cover or remove it before walking away.
- **Plan head protection.** Recommend a correctly fitted, fastened helmet for everyone in these beginner sessions; follow the club's requirements and approved helmet guidance. Helmet requirements vary by program. [2, 3]
- **Ask about participation needs privately.** Offer rest, seated or off-ice participation, and club-approved delivery-stick instruction. Confirm the usable route, equipment and assistance with the participant; do not assume everyone can or wants to slide.
- **Keep the group manageable.** Match group size and helpers to participants and local policy. Every active area needs clear supervision. Never open another station simply to shorten a queue.

Prepare once

Have club-approved stones, brushes, grippers, any needed delivery aids, pencils and printed progress sheets ready. Choose waiting spots off the delivery path. Use existing ice markings or instructor-approved markers that cannot become slip hazards.

Leader: _____ Date: _____ Helpers: _____

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First session in 75 minutes

Suggested timings • Adapt to readiness and rest needs • Safety takes priority over the clock

Time	Activity and instructor job	Look for
0-10 min	**Welcome off ice.** Lead a brief warm-up and check equipment. Explain the stop signal, waiting spots and goal: send a stone toward a target.	Each person knows how to ask for help.
10-20 min	**Move safely.** Demonstrate the approved way onto and off the ice. Practice slow, balanced movement in a clear area with grippers. No stones moving yet.	Everyone can stop and follow the agreed route.
20-35 min	**Try a delivery.** Demonstrate the club's beginner delivery method or delivery-stick method. One person delivers at a time. Start with a comfortable target and distance.	A controlled attempt toward a named target.
35-45 min	**Find useful weight.** Repeat toward the same target. Ask whether each stone stopped short, in the chosen zone, or long. Change only one cue at a time.	The player can describe the result.
45-60 min	**Communicate and try sweeping.** Rehearse brush movement in a clear area first. Add a moving stone only when the instructor judges it safe. Use the practice cards.	A short call, safe spacing and a response.
60-70 min	**Play a cooperative challenge.** Give each participant two turns to get a stone into a wide target zone. Count team successes. No takeouts.	Encouragement and a shared team goal.
70-75 min	**Reflect and exit.** Ask for one thing learned and one next goal. Confirm equipment is safe for the exit route.	Each participant names a next step.

If you have 60 minutes

Shorten the repeat-delivery block and cooperative challenge. Keep the equipment check, safe-movement practice and supervised exit. If readiness is low, finish with a tabletop strategy activity instead.

These are teaching games with adjusted distance, targets and stone counts. They are not a regulation match or a qualification assessment.

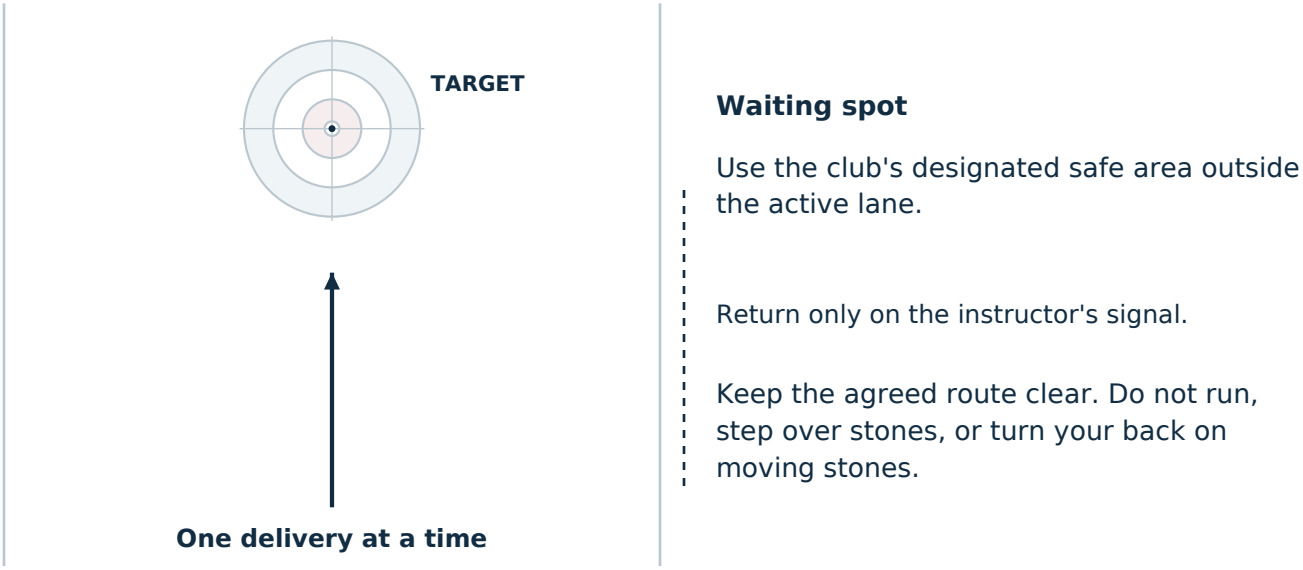
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Coach one safe attempt at a time

Use the same routine at every station • The diagram is a simple traffic plan, not a rink specification

A clear lane and a clear signal

Show the target, confirm the lane is clear, invite one delivery, then wait until all stones stop. The instructor releases the group to reset. Keep people and loose equipment out of the stone path.



Text guide: deliver toward the target; wait outside the active lane; reset only after the instructor confirms that play has stopped.

Use a short coaching conversation

- **Ask.** “Where do you want this stone to stop?” Let the player point, say the goal, or choose from two options.
- **Observe.** “It stopped short of our zone.” Keep feedback specific to the attempt, not the person.
- **Try again.** Offer one cue the instructor has demonstrated. Keep the target wide enough to allow early success.

If someone is hurt, unwell or loses safe control, stop the activity, notify the responsible adult or first-aid lead, and follow the club's emergency and concussion procedures.

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Build confidence in session two

Suggested length 60 minutes • Reuse the practice stations • Start from what participants can do today

Time	Plan
0-10 min	Lead a brief warm-up. Recheck equipment and safe movement. Ask for a practice goal and demonstrate the stop signal again.
10-30 min	Choose two practice stations. Use one active delivery lane at a time unless separate areas are safely supervised. Spend about ten minutes on each station.
30-45 min	Try the call-and-response sweeping exercise when the instructor judges the group ready. Offer the observer or caller role to anyone who needs a rest.
45-55 min	Play a short draw-only practice end with a reduced number of stones. Alternate teams and agree the score before clearing stones. Explain that these are practice modifications.
55-60 min	Compare one early attempt with one later attempt. Record a next goal and close with a supervised exit.

Adapt without losing the learning goal

For limited ice time, use tabletop stones to practice target choice and team talk. For an easier physical challenge, widen the target or use a club-approved shorter delivery distance. For a stronger group, keep the same target for several attempts and ask players to explain their adjustment. Teach delivery aids through the club; competition eligibility depends on the event.

Keep the follow through simple

Ask: What felt more controlled? What did your teammate say that helped? What would you like to try next? Arrange any next-session invitation through the club's normal process.

Teaching activities are original HouseCall exercises. Technical and safety references checked October 8, 2026. This pack is independent educational material; no governing-body endorsement is implied.

[1] World Curling Rules of Curling 2026

[2] Curling Canada Safety First

[3] Curling Canada Getting Started in Curling Teacher Guide

[4] USA Curling Intro to Curling

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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

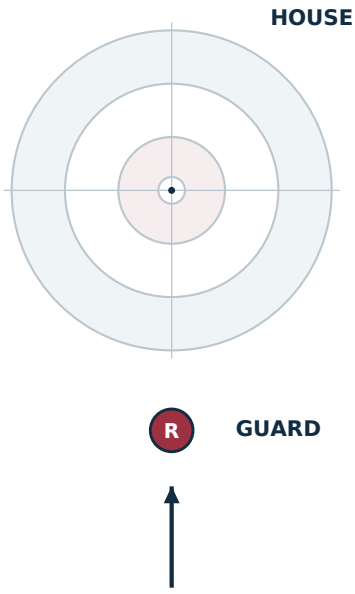
Station 3 Call and respond

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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Help your curling team

For ages 8-12 with an adult facilitator • Start off ice • You can point, speak or write

Name or team: _____ Date: _____

Activity 1 Build a helpful team call

Work with a partner. One person explains a target. The other repeats it back. Then switch. Try one of these starts:

- “Let's aim for …”
- “I heard you say …”
- “That stone stopped …”
- “For the next try, let's …”

Our clearest call was:

Activity 2 Choose a kind and useful response

A teammate's stone stops short. Circle one answer, then explain why.

- A “You always miss.”
- B “It stopped short. Where should we aim on the next try?”
- C “I'll take all your turns.”

I chose _____ because:

Team promise: Everyone gets a role. Anyone may ask for a pause, help or a different way to join in.

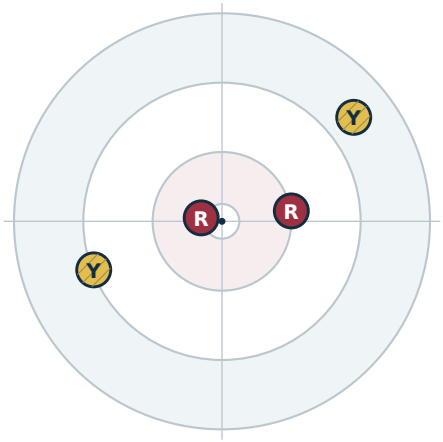
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Be a scoring detective

R = red team • Y = yellow team • Each picture shows an end after all stones have stopped

Count one point for each stone of the scoring team that is in or touching the house and closer to the center than the other team's nearest stone. At most one team scores in an end. Ring colors do not change a stone's value. [1]

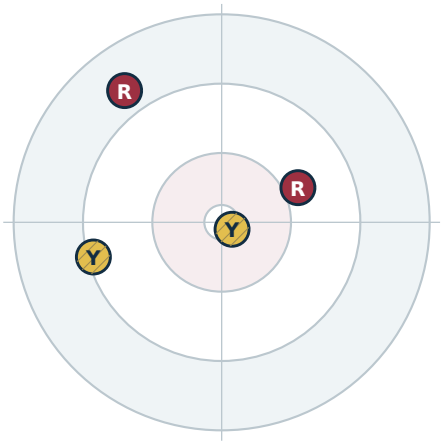
A



Team: _____ Points: _____

Describe A: two red stones are nearer the center than either yellow stone.

B



Team: _____ Points: _____

Describe B: one yellow stone is nearest, then a red stone, then the other yellow stone.

C All stones are outside the house

No stone touches the outer ring. How many points are scored? _____

D It is too close to tell

A red stone and a yellow stone look equally close to the center. What should the players do before moving any stones?

Do not move the stones until both teams agree on the score. Ask the instructor to help with a close measurement.

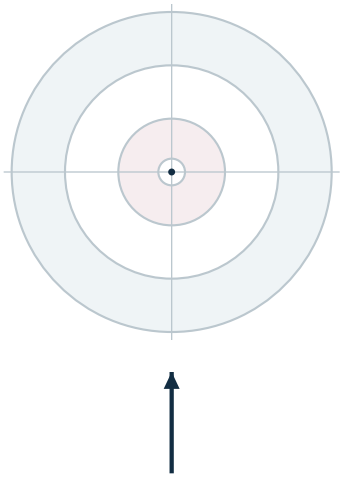
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Choose a curling goal

Talk with a partner • Draw your planned stopping point with an X • There can be more than one good idea

For these tabletop activities, a draw aims inside the house. Our guard target is in front of the house to help protect a stone or a route. These are simplified situations, not complete game positions.

1 Put a red stone in the house



The house is empty. Your goal is to finish in the house. Choose a draw or a guard.

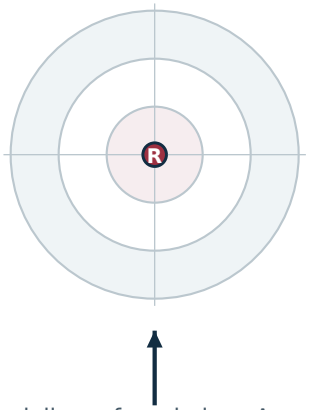
We choose: _____

Our target is: _____

What if it goes too far?

_____

2 Help protect your red stone



Red is closest to the center. There are no other stones. Your practice goal is to put another red stone in front of the house to help block a direct approach.

We choose: _____

Why could that help?

_____

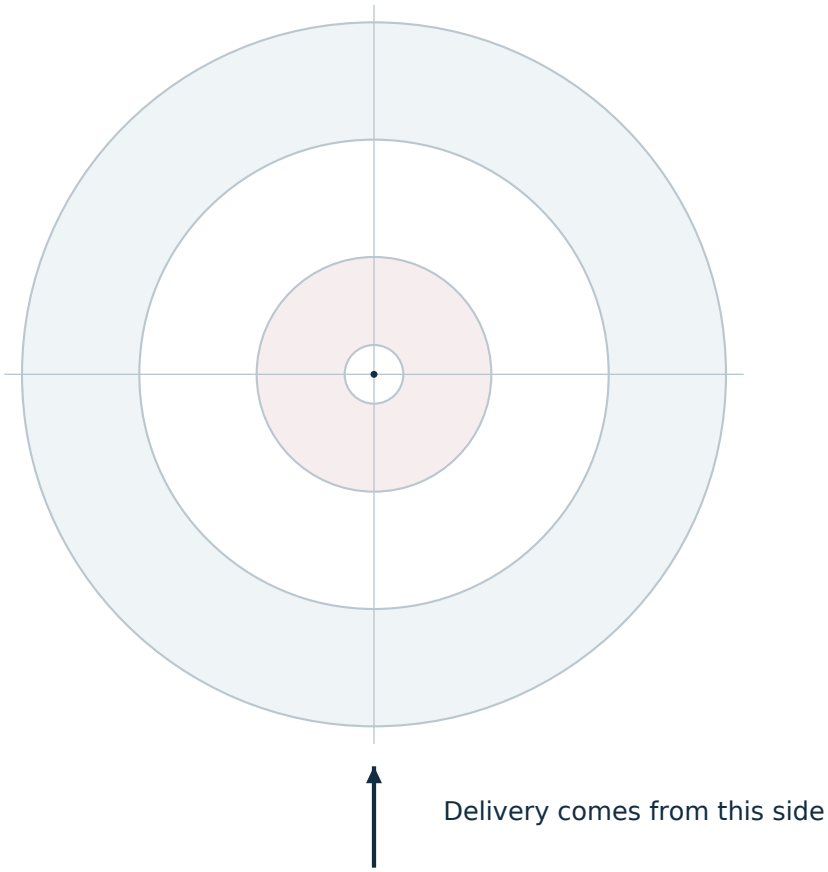
Arrows show delivery from below. A guard helps protect; it does not make a stone impossible to hit.

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Plan a shot together

Reusable tabletop board • Use paper counters labeled R and Y • Keep all pieces off the ice

Place up to four counters on the board. Choose a goal together. Take turns being the planner, teammate and observer. Draw where you want the next stone to stop.



Text guide: the outer circle is the edge of the house; the small middle circle is the button; the dot is its center.

Our goal: _____

Our planned stopping point: _____

A teammate helped by: _____

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Junior facilitator notes and answers

Use pages 1-4 as short activities • About 20-35 minutes total • No on-ice participation required

Set up for everyone to contribute

Read prompts aloud when useful. Partners can point to a target, place a paper counter, draw, or give a spoken answer. Keep turns short and rotate roles. These age labels are a starting point; match the challenge to the child, group and club.

Apply the club's safeguarding, screening and parent/guardian procedures. Any on-ice extension needs a club-approved instructor, adult supervision, secure grippers and the club's safety requirements. Recommend a correctly fitted, fastened helmet for every beginner or junior participant. Follow the club's emergency and concussion procedures. [2, 3]

Answers and discussion

- **Page 1:** B is the helpful response. It describes the result and invites a next step. For the partner call, accept any clear, respectful exchange that gives both children a turn.
- **Page 2 A:** Red scores 2. Both red stones are closer than yellow's closest stone. **B:** Yellow scores 1; the red stone is closer than the second yellow stone. **C:** 0 points, a blank end. **D:** Leave the stones in place, agree to ask for help, and measure if needed. An exact tie for closest between opposing stones produces a blank end. [1]
- **Page 3:** 1 = draw; accept a clear target inside the house. Too much weight may carry the stone through the house. 2 = guard; a useful target is in front of the house, on the direct line toward the red stone. Other placements can be discussed, but for this exercise choose a stopping point outside and in front of the house. These goals simplify real strategy.
- **Page 4:** No fixed answer. Ask whether the target matches the stated goal. Praise a clear explanation and a helpful teammate response. Do not score children by drawing precision.

Facilitator reminder: a guard diagram does not teach free-guard-zone or no-tick restrictions. Use the separate HouseCall rules guides when participants are ready for those game rules.

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