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.

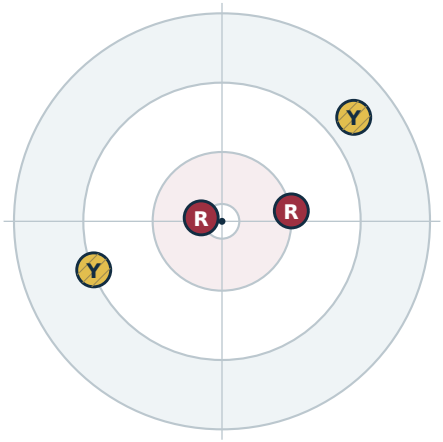
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Be a scoring detective

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]

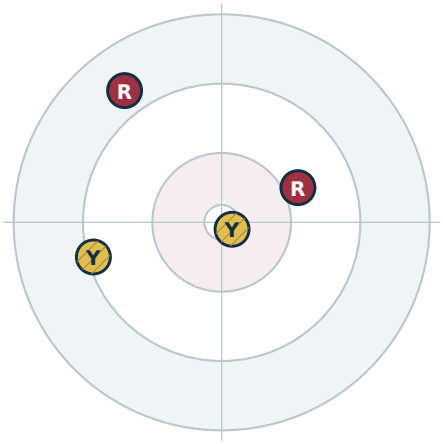
A



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.

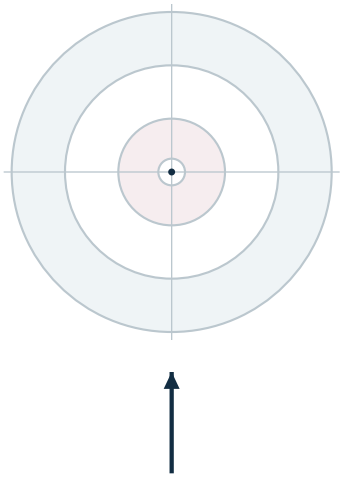
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Choose a curling goal

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.

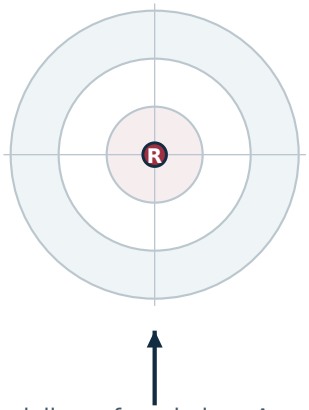
We choose: _____

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?

_____

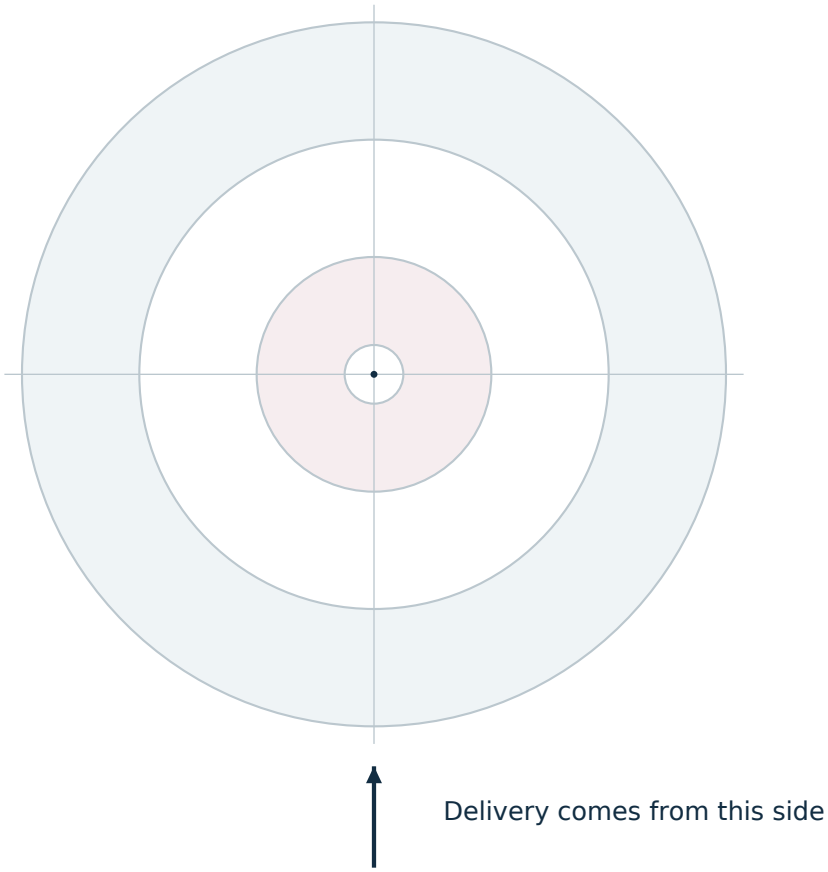
Arrows show delivery from below. A guard helps protect; it does not make a stone impossible to hit.

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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.

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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