HOUSECALL · CLUB LEARNING COMPANION

HouseCall Learning Path and Instructor Workbook

A flexible beginner to Skip School pathway

Use this workbook to choose the next learning goal, connect to HouseCall's existing lessons and printables, and record what a learner can explain and practise with club guidance. It brings the resources into one progression without replacing the club's instruction.

Eight stages at your own pace

1 Follow the game · Pages 3–4
Recognize the target, the score and the jobs on a four-player team.

2 Start safely · Pages 5–6
Prepare for a supervised first session and make a controlled attempt toward a named target.

3 Line, weight and shots · Pages 7–8
Notice where a stone travels, where it stops and what job it is meant to do.

4 Sweep and communicate · Pages 9–10
Keep useful weight and line information flowing while following safe, coached sweeping practice.

5 Play a fair end · Pages 11–12
Apply essential rules and etiquette while knowing when to stop guessing and ask.

6 Build an end · Pages 13–14
Connect each shot to the scoreboard, hammer and the next reply.

7 Skip's School decisions · Pages 15–16
Compare realistic calls, useful misses and the outcomes your team actually needs.

8 Lead a learning team · Pages 17–18
Run a repeatable practice, lead a clear call and decide what to improve next.

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Open the interactive learning path
https://thehousecall.org/learn/learning-path/

Version 1 · Reviewed 10 October 2026
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START HERE

How to use the pathway

A flexible eight-stage standard four-player learning pathway, with accessible coached alternatives and optional format branches. Stages are learning goals, not fixed weeks. Revisit, split or combine them according to the learner, ice access and instructor judgement.

A repeatable learning session

1. Choose the stage. Review the prerequisites and ask what the learner already knows. An instructor may recognise equivalent experience and revisit an earlier stage when useful.
2. Open the two lessons. Use the linked activity and existing printable pages. Resource numbers such as R01 point to the exact URLs on pages 23–24.
3. Try the practice. Agree the goal and the activity the club instructor approves. Record the result before judging it. The blank house is a sketch space, not a scale drawing.
4. Discuss both knowledge checks. Circle one answer, explain the choice, and use the answer key to review. Retrying is encouraged. Record knowledge and practical observation separately.
5. Choose the next step. Continue, adapt or repeat based on the learner's needs and the instructor's observation. Keep one specific question or next practice goal.

Flexible pace and accessible participation

Use short off-ice discussions before or after practice. Split a stage across sessions or combine familiar goals. Offer caller, observer, seated or tabletop participation, and club-approved shorter-distance or delivery-stick options. Adapt the means while keeping the learning goal. Do not infer physical capacity from age or quiz results.

Keep safety with the club

Before any on-ice task, the responsible instructor checks equipment, supervised entry and movement, the waiting area, a clear lane, the stop signal, controlled resets and supervised exit. Preserve these steps when shortening a lesson. No beginner first-session takeouts. Club policy and the instructor's direction take priority.

Preparation: Club Lesson Plans [R17] · PDF pages 1–3; Instructor Study Companion [R18] · PDF pages 6–11

What completion means

A useful knowledge marker is "both answers understood," with unlimited review. A quiz does not authorise on-ice activity. Practical readiness requires observation by the club instructor. Completing this HouseCall pathway is not instructor certification, competition qualification or a declaration of on-ice competence.

Rules and records

The standard four-player rules baseline is World Curling rules effective 1 September 2026. Confirm the rules used by the club or event. Mixed doubles, wheelchair and recreational stick formats may differ. Keep records private: a nickname or anonymous code is optional, and no personal information is required. Do not collect birth dates or health details in this workbook.

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STAGE 1 · LESSON PLAN

Follow the game

Recognize the target, the score and the jobs on a four-player team.

Before this stage: None. This stage can be completed off ice.

Learning goals

- Identify the house, button, end and hammer in plain language.
- Count a clear completed end and distinguish the skip's job from throwing order.

Lesson 1A The house and the score

Goal: Explain which stones count after an end.

Read the short introduction, then move stones in the Scoring Playground. Compare a clear one-point end, a two-point end and a blank.

Open: What is curling? [R01] · Scoring explained [R02] · Scoring Playground [R03]

Lesson 1B One team several jobs

Goal: Describe delivery, sweeping, calling and the vice-skip's role.

Point out who delivers, who watches weight and who directs the house. Read one club scoreboard and one TV-style scoreboard.

Open: Player positions [R04] · Read the Scoreboard [R05] · The skip goes first [R06]

Print or download

New Curler Starter Packet [R07] · PDF pages 1–10

Easy Curling Rules [R08] · PDF pages 1–4

Instructor focus

Start with the nearest eligible stone rather than the ring colours. Do not infer role from who throws last.

Observe real curling

Pause an authentic four-player end after its final stone. Identify the score and hammer using the broadcast display; name only roles actually visible.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

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STAGE 1 · PRACTICE AND REFLECTION

Tabletop scoring and role rotation

Use the Scoring Playground or paper counters. Each learner explains one completed end and takes a turn naming the next player's job. No ice is required.

Observe: Correctly count two clear example ends; identify who manages the house when the skip delivers. If unsure, repeat with fewer stones.

Practice reference: Instructor Study Companion: scoring lab [R09]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

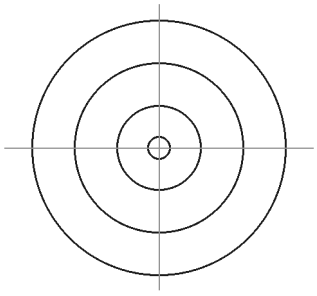
01 At the end of an end, two red stones are closer to the button than the nearest yellow stone. All three stones are in the house. What is the score for that end?

A. Red scores two.
B. Red scores three because three stones are in the house.
C. Both teams score.

02 The skip delivers a stone. In standard four-player curling, who normally takes charge of the house for that shot?

A. Nobody; the stone must be played without a target.
B. The vice-skip.
C. Whichever player has delivered the fewest stones.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 2 · LESSON PLAN

Start safely

Prepare for a supervised first session and make a controlled attempt toward a named target.

Before this stage: Stage 1 knowledge is helpful. Any on-ice work requires club instruction, suitable equipment and a safety briefing.

Learning goals

- Follow the instructor's equipment, waiting-area, stop-signal and reset procedures.
- Choose an achievable delivery target and describe the result without changing the goal afterwards.

Lesson 2A Get ready for the ice

Goal: Know when to enter, move, wait and reset.

Use the first-session checklist. Ask the instructor to demonstrate entry, exit, gripper use, the stop signal and the waiting spot. Rehearse without moving stones.

Open: Your first club visit [R10] · Ways to curl [R11] · Start Here: your first game [R12]

Lesson 2B Your first delivery

Goal: Make one supervised delivery attempt to an agreed broad target.

Use the club's taught slide or delivery-stick method. Name or point to the target, wait for a clear lane and the instructor's signal, make one attempt, then describe what happened.

Open: How a shot works [R13] · Which hack? [R14] · Stick curling introduction [R15]

Print or download

Club Welcome Kit [R16] · PDF pages 1–3

Club Lesson Plans [R17] · PDF pages 1–3

Instructor Study Companion [R18] · PDF pages 6–11

Instructor focus

Offer seated, observer, caller, delivery-stick or off-ice participation as appropriate. The learner's agreed goal matters more than a standard body position or pace. Do not use a website score to decide physical readiness.

Observe real curling

Watch a clear delivery and identify the intended target and team roles. Broadcast footage cannot demonstrate that a beginner is safe to deliver; keep practical instruction with the club.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

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STAGE 2 · PRACTICE AND REFLECTION

A first session in 75 minutes

Reuse the existing Club Lesson Plans, especially preparation on page 1 and the adaptable 75-minute session on page 2. Keep the safety briefing, supervised movement and exit even when shortening the session. There are no first-session takeouts.

Observe: The club instructor observes equipment checks, the agreed route, waiting position and response to the stop signal, then authorizes the participant's next activity. The learner names a target and describes one controlled attempt.

Practice reference: Club Lesson Plans [R19]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

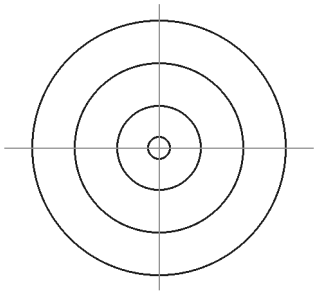
03 Your practice stone has stopped, but another stone is still moving in the active lane. What should a beginner do before resetting?

A. Step over the moving stone to save time.
B. Stop it with a shoe.
C. Stay in the agreed waiting area until all stones stop and the instructor signals the reset.

04 Before a first delivery attempt, what makes the task clear and useful?

A. Agree a broad target, check the lane with the instructor and judge the finish against that same target.
B. Choose the target only after seeing where the stone stops.
C. Try maximum speed first and ask about control later.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 3 · LESSON PLAN

Line weight and shots

Notice where a stone travels, where it stops and what job it is meant to do.

Before this stage: Stages 1–2; instructor approval for each physical activity.

Learning goals

- Record line and stopping distance separately.
- Choose a draw or guard goal, and recognize a takeout without rushing into contact drills.

Lesson 3A Find the line and the stopping zone

Goal: Distinguish a stone's path from its finishing depth.

Run the existing wide-doorway and stopping-zone stations. Record four attempts using left/in/right and short/in/long. Repeat with a broad, fixed target before increasing difficulty.

Open: Draw to a Zone [R21] · Give Both Turns a Turn [R22] · Practice Planner [R23]

Lesson 3B Give a stone a job

Goal: Explain the purpose of a draw, guard and takeout.

Compare the authored Shot Simulator examples. Place a guard in the Guard Playground and name one route it makes harder and one route still open. Takeouts remain a coached extension for ready players.

Open: Basic shot types [R24] · What Does a Guard Protect? [R25] · Shot Simulator [R26]

Print or download

Beginner Practice Stations [R27] · PDF pages 1–3

Draw-to-a-zone graphic [R28]

Both-turns graphic [R29]

Instructor focus

Observer and caller roles preserve the same learning goal. The simulator's route is an illustration, not a prediction of real stone physics.

Observe real curling

Choose a shot with the intended target known from a clear call or broadcaster explanation. Record apparent line and final position separately; mark the target unknown if the footage does not establish it.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

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STAGE 3 · PRACTICE AND REFLECTION

Four attempts with the same target

Use practice stations 1, 2 and 4. Keep line and depth records separate; invite one instructor-taught adjustment. Generate a line/delivery or draws/weight plan for a repeat visit.

Observe: Complete four honestly recorded attempts, distinguish line from stopping depth, and explain whether a draw or guard achieved its stated goal. An arbitrary shooting percentage is not a readiness standard.

Practice reference: Beginner Practice Stations [R27]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

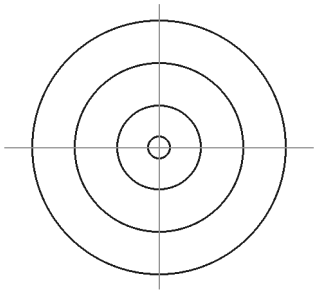
05 A stone passes through your agreed doorway but stops beyond the chosen zone. How should you record it?

A. The whole shot was perfect.
B. Line: in the doorway. Weight: long.
C. Line: left. Weight: short.

06 A guard stops outside the house in front of another stone. What can make it useful?

A. It automatically scores a bonus point.
B. It guarantees no opponent can get around it.
C. It can make an approach harder even though it cannot score from that position.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 4 · LESSON PLAN

Sweep and communicate

Keep useful weight and line information flowing while following safe, coached sweeping practice.

Before this stage: Stages 1–3; safe movement and sweeping readiness assessed by the club instructor.

Learning goals

- Agree who calls line, who reports weight and how each person acknowledges a call.
- Use timing as a clue while updating estimates from the moving stone.

Lesson 4A One clear call one clear response

Goal: Rehearse a shared sweeping vocabulary and clear responsibilities.

Begin stationary, practise start/stop calls, then add slow movement only when approved. Before a delivery, agree the target and who provides each type of information.

Open: Beginner sweeping [R31] · Who says what? [R32] · Weight-call language [R33]

Lesson 4B Watch the stone use the clock

Goal: Treat split times and weight numbers as contextual estimates.

Read the stopwatch guide. In a supervised calibration drill, record the timing reference, lane, intended target and actual finish; update the estimate aloud as the stone travels.

Open: Stopwatch timing [R34] · Advanced sweeping practice [R35] · Directional Sweeping Lab [R36]

Print or download

Team Communication [R37] · PDF pages 1–4

Stopwatch Timing [R38] · PDF pages 1–4

Directional Sweeping [R39] · PDF pages 1–4

Instructor focus

Do not teach a universal sweeper-side or brush-angle rule. Advanced direction-changing techniques require coached legal technique and evidence from comparable conditions. The eight-challenge lab and six advanced decision scenarios are extensions.

Observe real curling

Use a real shot with audible calls. Transcribe one actual call, identify whether it concerns line or weight, and note an update. If speech or target is unclear, record unknown rather than inventing it.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record “unknown.”

Instructor preparation or adaptation for this stage

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STAGE 4 · PRACTICE AND REFLECTION

Call respond and update

Reuse beginner station 3, then Practice Planner's Sweeping & team calls focus. Rotate caller, sweeper and observer after safe stops. The observer records the initial call, any update and the finish.

Observe: Complete three rehearsed exchanges with a clear call, acknowledgement and updated weight report; maintain the instructor's safe spacing. Explain one reason equal times need not produce equal finishes.

Practice reference: Practice Planner [R23]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

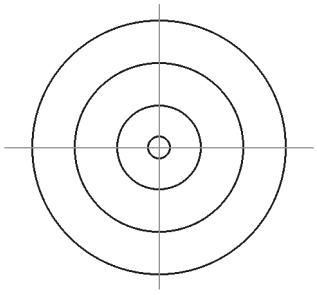
07 What should a team agree before delivery so its sweeping calls work together?

A. Who calls line, who reports weight, and the shared words or signals for responding.
B. Everyone should shout every estimate at once.
C. Only the skip may notice a change in weight.

08 A familiar split time suggested tee-line weight, but both sweepers now judge the stone short on a different lane. What is the better response?

A. Ignore the stone because the stopwatch cannot be wrong.
B. Update the weight call from the current observation and keep reassessing.
C. Declare that every lane on the sheet has definitely slowed.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 5 · LESSON PLAN

Play a fair end

Apply essential rules and etiquette while knowing when to stop guessing and ask.

Before this stage: Stages 1–4 for the full pathway; rule activities can be completed off ice.

Learning goals

- Recognize early protected guards and basic in/out line tests in standard four-player curling.
- Report a touched-stone incident honestly and use the applicable rule instead of a blanket remedy.

Lesson 5A Lines and protected guards

Goal: Locate the free guard zone and identify which early opposition guards are protected.

Try Is It Still In?, then compare a guard outside the house with a stone touching the house. Count deliveries across both teams, not per team. Read no-tick scope as an extension.

Open: In-or-out Line Playground [R40] · Five-rock rule [R41] · Hog-line rule [R42]

Lesson 5B Honest calls and a shared score

Goal: Use fair reporting, agreed scoring and respectful game behaviour.

Discuss a touched moving stone, a close measure and end-of-end cleanup. Practise reporting what was seen without moving stones prematurely or inventing a rule ruling.

Open: Touched moving stones [R43] · Measuring [R44] · Etiquette [R45]

Print or download

Complex Rules Explained [R46] · PDF pages 1–7

Curling Etiquette [R47] · PDF pages 1–4

Two Lines, Two Tests graphic [R48]

Instructor focus

Baseline: World Curling rules effective 1 September 2026. Confirm the club/event rules. Mixed doubles, wheelchair and recreational stick formats may differ; use the matching format guide.

Observe real curling

Choose a verified real incident only when the footage establishes the relevant facts. Record who touched what and where; do not present missing camera coverage as proof of a violation.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record “unknown.”

Instructor preparation or adaptation for this stage

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STAGE 5 · PRACTICE AND REFLECTION

A short draw only practice end

Use session two from Club Lesson Plans. Alternate a reduced number of stones, keep draws only and explicitly label these as practice modifications. Agree the score before clearing the house; use tabletop scenarios for protected guards.

Observe: Explain one protected-guard example, report a rule uncertainty without guessing, and agree a practice-end score before reset. Refer the actual ruling to the club lead or official when appropriate.

Practice reference: Session two [R49]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

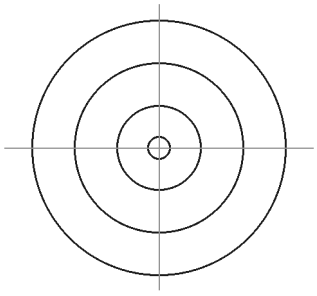
09 In standard four-player curling using the five-rock rule, the fourth stone of the end is about to be delivered. May it remove an opponent's free-guard-zone stone from play?

A. Yes, because each team gets five deliveries first.
B. Yes, if the guard is outside the scoring rings.
C. No; that opposition guard is protected from removal during the first five delivered stones in total.

10 You notice a moving stone was touched. What is the sound first response?

A. Report the touch and where and by whom it happened, then apply the relevant rule with the skips or official.
B. Hide it if the stone still looks close to its intended path.
C. Assume every touched stone has exactly the same automatic remedy.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 6 · LESSON PLAN

Build an end

Connect each shot to the scoreboard, hammer and the next reply.

Before this stage: Stages 1–5; confidence reading a simple house and basic shot purposes.

Learning goals

- State an end goal using score, end, hammer and stones in play.
- Compare starting patterns and explain an opponent's plausible reply.

Lesson 6A Let the scoreboard set the goal

Goal: Explain why the same house can justify different risks.

Read the four strategy questions. Compare an early close game, a late lead and a late deficit. State the result that helps before naming the shot.

Open: Four strategy questions [R50] · With and without hammer [R51] · Leading and trailing late [R52]

Lesson 6B Give the next stone a purpose

Goal: Plan one shot and one possible reply.

Step through Build an End, making a call at its three decision points before reading the explanation. Record one useful partial and one open route.

Open: Build an End [R53] · Two starting patterns [R54] · What Would You Call? [R55]

Print or download

A Basic Guide to Skipping [R56] · PDF pages 1–10

Skip School Workbook [R57] · PDF pages 4–5

Skip's Sideline Card [R58] · PDF page 1

Instructor focus

The authored replay follows one fixed end. A choice reveals reasoning; it does not generate a different simulated future or predict real outcomes.

Observe real curling

Pause a real end before an early or middle-end call. Record visible game context, propose one call and reply, then watch the actual sequence. Assess reasoning before judging execution.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

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STAGE 6 · PRACTICE AND REFLECTION

Same house different score

Use Skip School Workbook drill 3 on page 15. Keep the house unchanged, then change the score. Each teammate gives a reason for two plausible calls and names the opponent's likely response when one remains.

Observe: For two positions, state score, end, hammer and desired result; identify one legal, realistic shot and one plausible reply. Accept different defensible calls.

Practice reference: Workbook drill 3 [R59]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

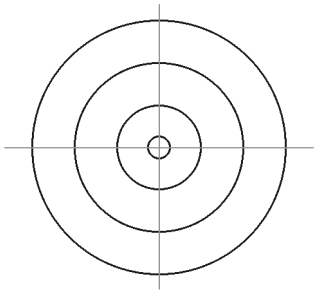
11 Before choosing a favourite shot, which set of questions best establishes the situation?

A. Which shot looked best on television yesterday?
B. What is the score, what end is it, who has hammer, and what is already in play?
C. Which teammate can throw the hardest?

12 The stone layout stays the same, but your team changes from protecting a late lead to needing several points. What should you reconsider?

A. Nothing; every house has one correct shot regardless of the score.
B. Only the stone colour.
C. The result you need and the risk you are willing to take.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 7 · LESSON PLAN

Skip School decisions

Compare realistic calls, useful misses and the outcomes your team actually needs.

Before this stage: Stage 6; ability to read a house and distinguish end score from final game result.

Learning goals

- Separate a full make, a useful partial and an unhelpful outcome using definitions agreed in advance.
- Compare alternatives without treating hypothetical percentages as measured team ability.

Lesson 7A Name the useful miss

Goal: Describe which imperfect outcomes still help in the specific situation.

Work through the workbook's tied, down-one and up-one houses. Label the end score and game result separately. Use blank house sheets to sketch two realistic calls.

Open: Skip's School lessons [R60] · Last-rock decision tools [R61] · Shot Simulator [R26]

Lesson 7B Compare outcomes honestly

Goal: Interpret the last-rock teaching calculator and its limits.

Change the hypothetical estimates in the calculator. Explain why counting useful partials can change a preference. Write down an unmodelled result instead of forcing it into a convenient category.

Open: Last-rock teaching calculator [R62] · Turn estimates into evidence [R63] · No single perfect call [R64]

Print or download

Skip School Workbook [R57] · PDF pages 6–13

Last Rock Decision Cards [R65] · PDF pages 1–12

Skip's Sideline Card [R58] · PDF page 1

Instructor focus

A team can choose a sound call and execute it poorly, or choose a weak call and get a fortunate result. Evaluate the decision and the execution separately.

Observe real curling

Pause a real final-stone decision with scoreboard and house clear. Write two possible calls, their useful misses and expected scoring branches before watching. Do not assign probabilities from a single highlight.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

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STAGE 7 · PRACTICE AND REFLECTION

Compare two realistic calls

Use workbook page 10 with a selected house, then the one-shot worksheet on pages 12–13. Say the shot, turn, target, weight and useful miss before revealing the discussion notes.

Observe: Complete two calls with distinct full/partial/miss descriptions, correct end and game outcomes, and one execution reason. Label any probability as hypothetical or as observed with its sample size.

Practice reference: Compare-two-calls worksheet [R66]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

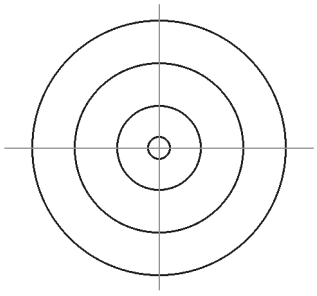
13 In a hypothetical final-shot example, a full make wins 60% of the time and a separate useful-partial outcome wins 20% of the time. All remaining outcomes lose. What is the modelled win chance?

A. 80%.
B. 60%, because partial makes never count.
C. 120%.

14 Your team is down one before its last stone in the scheduled final end. Assume a tied game proceeds to an extra end. A draw scores one; a different successful shot scores two. What are those immediate game results?

A. Both shots win immediately.
B. One point ties the game; two points wins it.
C. One point loses; two points ties.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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STAGE 8 · LESSON PLAN

Lead a learning team

Run a repeatable practice, lead a clear call and decide what to improve next.

Before this stage: Stages 1–7, or equivalent understanding reviewed with the instructor. On-ice leadership stays within the role the club approves.

Learning goals

- Plan practice around one measurable learning goal and comparable recorded attempts.
- Lead a short team discussion that separates observations, uncertainties and next actions.

Lesson 8A Build a practice your team can use

Goal: Select appropriate drills, roles and time without skipping safety or reflection.

Choose a focus, 2/4/8 players and 30/60/90 minutes in the Practice Planner. Print the result; agree target definitions, rotate roles and record every attempt. Use the workbook's four-week record for follow-through.

Open: Build Your Own Practice [R23] · Advanced sweeping decisions [R67] · Practice evidence [R63]

Lesson 8B Call review and choose the next step

Goal: Give a clear call, invite every teammate's observation and select one next practice goal.

Run a table-top or instructor-approved on-ice capstone using a workbook house. A teammate repeats the shot, target, weight and useful miss. Debrief actual results and plan a realistic next session.

Open: Team Debrief download [R68] · Skip's School [R69] · Instructor Study Companion [R18]

Print or download

Skip School Workbook [R57] · PDF pages 14–18

Team Debrief [R68] · PDF page 1

Last Rock Decision Cards [R65] · PDF pages 9–11

Instructor Study Companion [R18] · PDF pages 8–15

Instructor focus

This is completion of a HouseCall learning pathway, not instructor certification, competition qualification or a declaration of on-ice competence. Experienced teams may revisit stages in response to their records.

Observe real curling

Review a full real end using the same record sheet. Separate what was visibly intended, what happened and what remains uncertain. Convert one observation into a practice question, rather than copying elite technique uncritically.

Before watching, choose a source with the relevant situation visible. If the target, call or incident is unclear, record "unknown."

Instructor preparation or adaptation for this stage

_____

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STAGE 8 · PRACTICE AND REFLECTION

Team capstone and next practice

Reuse workbook drill 1 (call and repeat), drill 4 (record before judging), four-week practice record and the Team Debrief. Each participant contributes as caller, player or observer. Complete one loop: intended result, attempt or tabletop outcome, observation, next adjustment.

Observe: Produce a practice plan with one observable goal, agreed attempt definitions and role rotation; give one call another teammate can repeat accurately; complete a debrief with one evidence-based next step and one uncertainty.

Practice reference: Workbook practice and team record [R70]

Knowledge check

Circle one answer for each question, then explain your choice. Review and retry as needed.

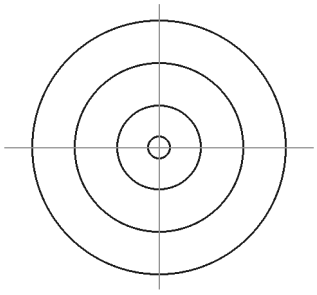
15 Your team wants to compare two draw calls. Which practice record will be most useful?

A. Keep only the best shots and omit the misses.
B. Change the target after each shot so more attempts count as successes.
C. Agree the setup and outcome definitions first, record every attempt and note the conditions and sample size.

16 Your team completes every online knowledge check. What does that establish?

A. The team has completed these learning checks; practical readiness still needs club instruction and observation.
B. Everyone is now a certified instructor.
C. No further coaching or practice is needed.

Sketch and record



Sketch only · not to scale

Intended result or target

What happened or what I noticed

Next adjustment or question

Learning check: ☐ Both answers understood ☐ Review together
Practice observation: ☐ Observed ☐ Adapt and repeat ☐ Not attempted

Next safe task agreed with the instructor: _____

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REVIEW AND RETRY

Answer key for stages 1 to 4

An answer is a conversation starter. Ask the learner to explain it, then return to the linked lesson when needed. Keep knowledge separate from practical readiness.

01 A. Red scores two.

Only the nearer stones from one team count. The yellow stone sets the comparison distance; the rings do not carry different point values.

Look for: Select red scores two and be able to identify both counting stones. Review [R02]

02 B. The vice-skip.

The vice-skip takes charge when the skip delivers. The skip's leadership role and the team's declared throwing order are separate ideas.

Look for: Identify the vice-skip without assuming the skip must throw fourth. Review [R04]

03 C. Stay in the agreed waiting area until all stones stop and the instructor signals the reset.

Resetting belongs to the supervised traffic plan. Keep people out of moving-stone routes and follow the club's stop and reset procedure.

Look for: Choose the supervised wait-and-reset sequence. Treat an incorrect answer as a cue for a new safety demonstration. Review [R20]

04 A. Agree a broad target, check the lane with the instructor and judge the finish against that same target.

A named, achievable target lets the learner and instructor compare intention with outcome. Distance, equipment and delivery method can be adapted by the club instructor.

Look for: Choose a pre-agreed target and supervised attempt rather than changing the goal afterwards. Review [R13]

05 B. Line: in the doorway. Weight: long.

Passing through a line target and stopping at the intended depth are different observations. Recording both makes the next adjustment more useful.

Look for: Keep the line result and distance result separate. Review [R30]

06 C. It can make an approach harder even though it cannot score from that position.

A guard can protect a route or a stone. Its value depends on the whole position; neither a diagram nor a guard guarantees protection.

Look for: Recognize a guard's tactical purpose without counting it as a scoring stone. Review [R25]

07 A. Who calls line, who reports weight, and the shared words or signals for responding.

Short, agreed responsibilities make the information usable. Weight reports and line decisions work together, and the team keeps reassessing.

Look for: Identify both information roles and a shared response system. Review [R32]

08 B. Update the weight call from the current observation and keep reassessing.

A time is an early clue, not a guaranteed finish. Different delivery, stones or paths can change the outcome; one shot does not diagnose the entire sheet.

Look for: Use current evidence to update an estimate without overgeneralizing from one shot. Review [R34]

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REVIEW AND RETRY

Answer key for stages 5 to 8

An answer is a conversation starter. Ask the learner to explain it, then return to the linked lesson when needed. Keep knowledge separate from practical readiness.

09 C. No; that opposition guard is protected from removal during the first five delivered stones in total.

The protection counts the first five deliveries across both teams. The free guard zone is outside the house between the playing-end hog and tee lines.

Look for: Count the combined delivery order and recognize the protected opposition guard. Review [R41]

10 A. Report the touch and where and by whom it happened, then apply the relevant rule with the skips or official.

Honest reporting comes first. The remedy depends on the incident's circumstances, so a blanket rule can be wrong. Follow the club or official's procedure rather than rearranging stones on your own.

Look for: Report the facts and recognize that the correct remedy depends on context. Review [R43]

11 B. What is the score, what end is it, who has hammer, and what is already in play?

Those facts help define what the team needs from the end. Team execution, remaining stones, time and the likely reply then refine the call.

Look for: Name the four game-context questions before choosing a shot. Review [R50]

12 C. The result you need and the risk you are willing to take.

A useful result depends on the scoreboard. The same physical shot can serve a different goal, and several calls may remain reasonable.

Look for: Connect the changed scoreboard to a changed objective and risk choice. Review [R52]

13 A. 80%.

The mutually exclusive winning branches add: 60% plus 20% equals 80%. These are invented teaching inputs, not a measured prediction for a player.

Look for: Add the non-overlapping winning branches and label the result hypothetical. Review [R62]

14 B. One point ties the game; two points wins it.

Add the points to the pre-end score. Tying and winning now are different branches; a tie still requires the extra end under the stated conditions.

Look for: Distinguish an end score from the resulting game state. Review [R61]

15 C. Agree the setup and outcome definitions first, record every attempt and note the conditions and sample size.

Comparable attempts and honest records make patterns interpretable. Keep unusual outcomes and changed conditions visible instead of forcing a tidy percentage.

Look for: Choose pre-agreed definitions, complete recording and context for the sample. Review [R63]

16 A. The team has completed these learning checks; practical readiness still needs club instruction and observation.

Online answers can show understanding of these questions. They cannot verify balance, safe movement, delivery, sweeping technique or the judgement needed to lead others on ice.

Look for: Distinguish knowledge-check completion from practical competence and official qualification. Review [R71]

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REUSABLE RECORD

Participant progress record

Use one copy per learner or learning team. No personal information is required. An optional nickname or anonymous code can help you find the right sheet. Keep this record with the learner or club rather than posting it publicly.

Optional code: _____ Date started: _____

Mark knowledge only when both answers can be explained after any review. Record what was actually observed, including an adapted or off-ice task. A blank box is a next learning opportunity.

Stage	Knowledge understood	Practice observed and next safe task	Date or review point
1 Follow the game	☐ Yes ☐ Review		
2 Start safely	☐ Yes ☐ Review		
3 Line, weight and shots	☐ Yes ☐ Review		
4 Sweep and communicate	☐ Yes ☐ Review		
5 Play a fair end	☐ Yes ☐ Review		
6 Build an end	☐ Yes ☐ Review		
7 Skip's School decisions	☐ Yes ☐ Review		
8 Lead a learning team	☐ Yes ☐ Review		

What feels clearer now

_____

What I want to practise next

_____

This record documents learning and observed practice. It is not a certificate, qualification or permission to lead on ice.

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STAGE 8 CAPSTONE · REUSABLE TEAM SHEET

Team capstone and debrief

Choose a house from the existing Skip School Workbook. Complete the activity at a table or on ice only within the club instructor's approval. Every participant contributes as a caller, player or observer.

Mode: ☐ Tabletop ☐ Instructor approved on ice Optional team code: _____

Prepare one useful practice

Observable learning goal and the drill or house we will use

_____

Agreed full make and useful partial definitions plus outcomes to record separately

_____

Available time: _____ Attempts to record: _____ Conditions to note: _____

Roles and rotation: _____

Make the call and repeat it

Score: _____ End: _____ Hammer: _____ Stones remaining: _____

Shot and turn: _____ Target and weight: _____

Useful miss: _____ Plausible reply: _____

☐ A teammate repeated the call accurately. ☐ We recorded every attempt or tabletop outcome.

Debrief the evidence

What we intended and what actually happened

_____

One uncertainty or changed condition that affects the interpretation

_____

One evidence based next step and when we will return to it

_____

☐ Everyone had a chance to contribute. ☐ We considered the decision and execution separately.

Continue with: Skip School Workbook [R57] · PDF pages 14–18; Team Debrief [R68] · PDF page 1

Use the workbook's four-week practice record to follow through. Label probability estimates as hypothetical, or state the observed sample size and conditions.

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PRINT REFERENCE

Resource URL directory 1

Resource codes match the linked names in the lessons and answer key. These are the exact HouseCall URLs. PDF page numbers refer to pages in the linked file, not this workbook.

R01 https://thehousecall.org/learn/what-is-curling/
R02 https://thehousecall.org/learn/#scoring
R03 https://thehousecall.org/learn/scoring-playground/
R04 https://thehousecall.org/learn/#positions
R05 https://thehousecall.org/learn/scoreboard-playground/
R06 https://thehousecall.org/learn/#skip-goes-first
R07 https://thehousecall.org/assets/resources/housecall-new-curler-starter-packet.pdf
R08 https://thehousecall.org/assets/resources/housecall-easy-curling-rules.pdf
R09 https://thehousecall.org/assets/resources/housecall-instructor-study-companion.pdf#page=4
R10 https://thehousecall.org/learn/#club
R11 https://thehousecall.org/ways-to-curl/
R12 https://thehousecall.org/start-here/#lesson-14
R13 https://thehousecall.org/learn/#shot
R14 https://thehousecall.org/learn/#which-hack
R15 https://thehousecall.org/ways-to-curl/#stick-curling
R16 https://thehousecall.org/assets/resources/housecall-club-welcome-kit.pdf
R17 https://thehousecall.org/assets/resources/housecall-club-lesson-plans.pdf
R18 https://thehousecall.org/assets/resources/housecall-instructor-study-companion.pdf
R19 https://thehousecall.org/assets/resources/housecall-club-lesson-plans.pdf#page=2
R20 https://thehousecall.org/resources/#housecall-club-lesson-plans
R21 https://thehousecall.org/learn/#draw-to-a-zone
R22 https://thehousecall.org/learn/#give-both-turns-a-turn
R23 https://thehousecall.org/learn/practice-planner/
R24 https://thehousecall.org/learn/#strategy
R25 https://thehousecall.org/learn/guard-playground/
R26 https://thehousecall.org/shot-simulator/
R27 https://thehousecall.org/assets/resources/housecall-beginner-practice-stations.pdf
R28 https://thehousecall.org/assets/housecall-draw-to-a-zone.jpeg
R29 https://thehousecall.org/assets/housecall-give-both-turns-a-turn.jpeg
R30 https://thehousecall.org/resources/#housecall-beginner-practice-stations
R31 https://thehousecall.org/learn/sweeping-teamwork/#beginner-sweeping
R32 https://thehousecall.org/learn/sweeping-teamwork/#communication
R33 https://thehousecall.org/learn/sweeping-teamwork/#weight-numbers
R34 https://thehousecall.org/learn/sweeping-teamwork/#stopwatches
R35 https://thehousecall.org/learn/sweeping-teamwork/#advanced-sweeping
R36 https://thehousecall.org/learn/directional-sweeping-game/

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PRINT REFERENCE

Resource URL directory 2

Resource codes match the linked names in the lessons and answer key. These are the exact HouseCall URLs. PDF page numbers refer to pages in the linked file, not this workbook.

R37 https://thehousecall.org/assets/resources/housecall-team-communication.pdf
R38 https://thehousecall.org/assets/resources/housecall-stopwatch-timing.pdf
R39 https://thehousecall.org/assets/resources/housecall-directional-sweeping.pdf
R40 https://thehousecall.org/learn/line-playground/
R41 https://thehousecall.org/rules/#five-rock-rule
R42 https://thehousecall.org/rules/#hog-line
R43 https://thehousecall.org/rules/#burned-stones
R44 https://thehousecall.org/rules/#measuring
R45 https://thehousecall.org/learn/#etiquette
R46 https://thehousecall.org/assets/resources/housecall-complex-rules-explained.pdf
R47 https://thehousecall.org/assets/resources/housecall-curling-etiquette.pdf
R48 https://thehousecall.org/assets/housecall-two-lines-two-tests.webp
R49 https://thehousecall.org/assets/resources/housecall-club-lesson-plans.pdf#page=4
R50 https://thehousecall.org/learn/strategy/#four-questions
R51 https://thehousecall.org/learn/strategy/#hammer
R52 https://thehousecall.org/learn/strategy/#scoreboard
R53 https://thehousecall.org/learn/skips-school/build-an-end/
R54 https://thehousecall.org/learn/strategy/#patterns
R55 https://thehousecall.org/learn/strategy/what-would-you-call/
R56 https://thehousecall.org/assets/resources/housecall-basic-guide-to-skipping.pdf
R57 https://thehousecall.org/assets/resources/housecall-skip-school-workbook.pdf
R58 https://thehousecall.org/assets/resources/housecall-skips-sideline-card.pdf
R59 https://thehousecall.org/assets/resources/housecall-skip-school-workbook.pdf#page=15
R60 https://thehousecall.org/learn/skips-school/#lessons
R61 https://thehousecall.org/learn/skips-school/#sideline
R62 https://thehousecall.org/learn/skips-school/#calculator
R63 https://thehousecall.org/learn/skips-school/#practice
R64 https://thehousecall.org/learn/strategy/#no-perfect-call
R65 https://thehousecall.org/assets/resources/housecall-last-rock-decision-cards.pdf
R66 https://thehousecall.org/assets/resources/housecall-skip-school-workbook.pdf#page=10
R67 https://thehousecall.org/learn/directional-sweeping-game/#advanced
R68 https://thehousecall.org/assets/resources/housecall-team-debrief.pdf
R69 https://thehousecall.org/learn/skips-school/
R70 https://thehousecall.org/assets/resources/housecall-skip-school-workbook.pdf#page=14
R71 https://thehousecall.org/resources/#instructor-study-companion

Online learning path

https://thehousecall.org/learn/learning-path/

The website contains the interactive activities. This workbook supplies a flexible sequence, guided observation and a place to record the next learning step.

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