INSTRUCTOR CERTIFICATION AND TRAINING PROGRAM

Level I Reference Manual
The USA Curling Sport Education Level I Instructor Program and all associated resources were developed by the USCA Training and Instruction Committee consisting of curlers from across the United States and USA Curling staff.

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Photographs by Dave Jensen

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INTRODUCTION

The USA Curling *Instructor Certification and Training Program Level I Reference Manual* has been developed as a resource for curlers attending the USCA Level I Instructor Certification and Training Course. To complement the information presented in class, the manual includes step-by-step instructions for exercises and deliveries demonstrated during the course. It also includes resources appropriate for developing training for new curlers within participants’ home clubs. It is not anticipated that most participants will read the manual from cover to cover. Hyperlinks are included in the electronic version to allow users to easily access specific sections of interest.

PROGRAM INFORMATION

Mission
USA Curling Sport Education strives to develop and deliver quality training programs and resources to curlers throughout the United States, with an emphasis on coaching, ice making, instruction, and officiating.

Purpose of USA Curling Sport Education Instructor Certification and Training Program
The Instructor Certification and Training Program uses proven knowledge and instructional techniques to train curlers to safely and effectively introduce the sport to members of the public and help experienced curlers improve technical skills and knowledge of the game as they advance.

Instructor Certification Levels

Level I Instructor
**Important for member recruitment:** Level I instructors help clubs build membership by introducing the sport to the public in a safe and fun way and improving skills of novice curlers. The Level I course also provides foundational information for the Coaching program and more advanced training in Instruction.

Level II Instructor
**Important for member retention:** Level II instructors help beginner to intermediate curlers improve their skills and knowledge of the game.

Level III Instructor
**Important for curler development:** Level III instructors provide advanced training for curlers looking to refine their delivery and overall knowledge of the sport.

National Course Conductors
Advanced instructors trained to deliver USA Curling instructor courses.
Level I Instructor Roles and Responsibilities

A Level I instructor is trained to work primarily with new curlers within his or her own club. Using proven knowledge and instructional techniques, Level I instructors help beginners learn the game at introductory curling events.

Events considered introductory curling events include, but are not limited to:
- Open houses
- Learn to Curl classes
- Instructional/rookie leagues
- Junior curling sessions for beginners or high school/college programs
- Community education classes
- Corporate events

Activities of a Level I instructor may include:
- Organizing and promoting introductory curling events
- On-ice and off-ice instruction for beginner/novice curlers
- Developing consistent training practices and/or promoting consistency in training throughout club
- Supervision of volunteer (uncertified) instructors
- Assisting Level II instructors with intermediate skill development sessions

Prerequisite

A minimum of two (2) years of curling experience is required for certification. Less experienced curlers in emerging arena clubs may be afforded the opportunity to take the course during their first year as part of the club’s effort to develop consistency in training; however, certification will only be awarded after two years of curling experience.

Initial Qualification Criteria

Coursework:
1. Attend, and successfully complete, USA Curling Level I instructor clinic.
2. Receive evaluation of “satisfactory” or higher during on-ice teaching demonstration.
3. Successfully complete a recognized first aid course (or provide proof of current first aid certification).
Practical Experience
Complete and document a minimum of five (5) hours of on-ice instruction at introductory curling events.

**INFORMATION:** Those with less than two (2) years of curling experience are eligible for certification upon obtaining two (2) years of experience, successfully completing Practical Experience requirements, and submitting documentation.

**INFORMATION:** Those with more than two (2) years of curling experience should complete Practical Experience requirements and submit their documentation within one calendar year of the course.

Continuing Education Requirements
To maintain active certification, Level I instructors must:
- Stay current with the prescribed USA Curling Instructor program and complete refresher training (once developed).
- Document at least fifteen (15) hours of continuing involvement as an instructor at introductory curling events every three (3) years.
- Maintain first aid certification.

Submit certification and recertification applications and supporting documentation directly to:

**USA Curling**
**5525 Clem’s Way**
**Stevens Point, WI 54482**

In some cases, Club Training and Education Coordinators (TECs) may also request copies of submitted documents for their records. Please check with your local club.
USA Curling has established an abuse and harassment policy by which all certified instructors must abide. All instructors should familiarize themselves with this policy, which can be found in Appendix A, and report any violations through the procedures detailed in Section 5 of that document.

Relevant recommended precautions for instructors from the *USA Curling SafeSport Handbook* include, but are not limited to, information regarding physical contact with event participants. All physical contact should:

- Take place in public.
- Have no potential for, or actual, physical or sexual intimacies.
- Be for the benefit of the athletes, not to meet an emotional or other need of an adult.

**IMPORTANT:** Adults should limit interactions with minors in areas that are not open and observable or when other adults are not present.

In non-emergency situations, instructors are encouraged to seek permission of athletes of all ages before touching them in any manner.

Questions about the *USA Curling SafeSport Handbook* can be directed to the USA Curling National Office at (715) 344-1199.
FOUNDATIONS OF INSTRUCTION

Creating Positive (First) Impressions

Instructors are typically the first people newcomers meet when they enter a curling club or arena to try the sport. They are the sport’s main recruiters and trainers.

Certified instructors represent their club as well as the United States Curling Association. They are educators and role models. New curlers will look to certified instructors for advice and may emulate their behavior both on and off the ice.

Professionalism

As instructors play a crucial role in club recruitment, it is important that they demonstrate a high level of professionalism. Instructors should:

• Be mature, confident, and enthusiastic;
• Create a positive learning environment, free from demeaning or hurtful comments; and
• View training assignments as opportunities to share curling.

An instructional assignment is not an opportunity to display one’s own talents or extensive knowledge, but rather a chance to develop the curling skills of the participant. An Instructor displays his or her dedication to teaching the sport by facilitating the success of each event participant.

Characteristics of a Good Instructor

The information below outlines a number of characteristics that can help an instructor do their job well.

Appearance

• Neat and professional (e.g., jacket with club logo or colors)
• Always have nametag visible
• Wear layered clothing when working between the warm room and ice house

Communication Skills

• Instructors must foster a learning environment in which participants feel comfortable taking risks without the fear of ridicule. Such an environment depends on the Instructor’s ability to build an individual’s confidence and provide constructive feedback.
• Good communication skills are an absolute must for effective learning.
• Instructors must be not only able to explain tasks and procedures clearly; they must also know how to listen actively.
• Instructors should be aware of and sensitive to the importance of body language and nonverbal communication.
• Instructors should listen to questions before answering.

Relationships
• Instructors should always demonstrate good interpersonal skills when interacting with participants. Relaxed and confident participants make for a positive learning environment.
• The instructional team should also be supportive of one another. When correcting other instructors, do not make a big production out of it or embarrass them in front of new curlers. Take them aside if the issue needs to be addressed immediately, or discuss following the event.

Organizational Skills
• The ability to balance various responsibilities and manage time is critical to successful training.
• Instructors should understand time limitations and what can realistically be accomplished within that framework.
• Being organized includes having all aspects of the clinic prepared ahead of time (administration, facility, food, materials/presentation, and a well choreographed instructional team).
• If you are in charge, make sure that everyone is aware of their responsibilities. Don’t assume they know.

Patience
• Assume most participants are giving their all. It is an instructor’s job to bring out the best in them.
• If the participant is not successful early on, try another explanation or demo. Stay positive. Give encouragement.
• Remember, all curlers started out as beginners!
Flexibility
Regardless of the amount of organization going into an introductory training session, it is important for instructors to remain flexible in regard to their assignments and approach to the participant.

- The lead instructor may need an assistant to take on additional assignments or help a struggling participant.
- An instructor’s approach to a participant may change based upon the participant’s performance or their reaction to the instruction. Be creative, perhaps relating a task to another sport would be helpful. In each case, be positive and encouraging.

INSTRUCTOR TIP: Some instructors may be assigned to help individuals who are struggling. Pulling such individuals aside should be done discreetly to avoid participant embarrassment.

Organizing Effective Presentations

The following should be considered when setting up for a training event. As events vary, all items will not be applicable to all events.

General Room Arrangements

- Check the room before the course.
- Where are the outlets? Are extension cords needed?
- Is there a clear view to the presenters and video screens?
- If practical, present from the longest wall of the room (increases viewing lines).
- Do not permit activity behind the presenters (causes participant distractions).
- Try to put windows at the participants’ backs.
- Temperatures should be comfortable and adjustable.
- Lighting should be sufficient but not overpowering.
- Presenters should be able to move freely about the area. A small table should be available for notes and visual aids.
- Check for any potential distractions: visual or audio.
- Acoustics can be a problem in large rooms or halls with no wall or floor coverings to absorb the sound. Such large areas can cause distracting echoes. With some practice, presenters can learn to minimize this by not talking too loudly or too softly for that particular room.
Seating
- Make sure everyone has a clear view of the presentation area.
- Try to limit seating to 5 or 6 people per table.
- All seats should face the main presentation area.
- A fan type or semi-circle layout is recommended.
- For small groups, or groups that fit at a single large table, present from the head of the table but allow for movement amongst the group.

Training Aids
- Placing the video monitor, projection TV, or screen at an angle in the corner at the front of the room may be more effective than placing it in the center of the wall. That placement allows the presenter to operate the projector/computer without blocking the view of the screen.
- Check the location of video monitors and screens to avoid bright light that can cause a reflection on the screen or ‘wash out’ an overhead projector presentation.
- Check to ensure that the sound works and is loud enough for participants to hear.
- Organize instructional aides, such as brooms and sliders, prior to the course.
- Place handouts for students away from your notes to avoid clutter and possible confusion.

Power
- Be sure adequate electrical power is available. Assess available electrical outlets before the training and be sure to bring extension cords of appropriate rating if they are needed.
- Don’t overload circuits. Check the location and accessibility of outlets.
- Bring extra grounding plugs in case they are needed.
- Know where the circuit breakers are.

Distractions
- Ask participants and staff members to turn their phones off.

Other Considerations
- Be certain that the available space is adequate to accommodate the discussion and demo activity.
- Set up a staff table in the back of the room at training events.
Instructional Methodology

**EDGE - Explain, Demonstrate, Guide and Enable**

EDGE is a fundamental teaching format designed to enable the instructor to maximize the transfer of curling skills and curling spirit to the participant. EDGE stands for: Explain, Demonstrate, Guide, and Enable. EDGE turns good instructors into great instructors!

**The Elements of EDGE**

**EXPLAIN**: Explanation should occur at the beginning of the session and continue throughout the learning experience.

- Instructors should set the stage by telling participants what they are going to do and why.
- Provide information that will encourage and support the participants. But, keep the explanation short, simple, and to the point. Do not overwhelm with details.
- Give participants manageable parts to master and/or specific steps to success. Set a reasonable goal for them to accomplish.
- Provide written information, if practical, so participants are able to review the information following the training session.
- Encourage participants and always remain positive.

Approximately 10% of the training session.

**DEMONSTRATE**: During this section, the instructor shows how the task is done correctly.

- Use live demonstrations, videos, or computer animations as applicable.
- For each step, explain what you are doing and why. (You are reinforcing what you taught during the first stage of this process).
- Make sure everyone can see and hear the demo.
  - Participants should be in front of the hack, along the sideboards for side view or at the hog line for front view.
- Try to determine the knowledge and athletic skill of the participants and stress key points to assist the participants in being successful.

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1 EDGE is a program designed by and is a trademark of the Boy Scouts of America. EDGE is used with permission of the Boy Scouts of America.
- Adjust the speed of your demonstration to the difficulty of learning the task and/or your audience. Summarize periodically.
- Assess the participants. Do they understand what the goal is? Do they understand the steps?
  - **Encourage, be positive. Convey confidence.**

Approximately 25% of the training session.

**INSTRUCTOR TIP:** Whenever possible, it is recommended that the lead instructor use another person to demonstrate the curling delivery while the lead instructor speaks about it. Even though it is possible for one person to demonstrate a task while explaining it, it can be difficult for large groups to hear that person speaking while simultaneously sliding out of the hack.

**GUIDE:** Help participants perform the task.
  - Use keywords or phrases for reminders as they go through each step. Key words can help spur memories of associated actions.
    - Repeat the keyword each time they do the relevant action, to help them learn to associate the action with the word.
  - Have participants repeat the process several times.
  - Provide feedback using Stop, Start, Continue methodology.
    - Tailor the feedback for the individual.
    - Remember, focus only on one or two corrections each time. If you give them twelve corrections, they will be overwhelmed and unable to process all of the information.
  - Answer their questions, provide additional coaching points. Demonstrate again when necessary.
  - Encourage, be positive. Convey confidence.

Approximately 65% of the training session.

**INSTRUCTOR TIP:** Participants learn in various ways. When someone is struggling, it may help to use a different approach. Try doing the action together, at the same time, or break it down and only concentrate on one or two specific parts that may be causing confusion. The participant may respond to seeing the instructor performing the action in “real time” rather than recalling from memory.
ENABLE: The goal for the instructional process is to have participants successfully complete the task on their own.

- When you enable someone, you are giving them the tools they need to complete the task without your assistance. You are empowering them.
- Don’t expect participants to master the task in one session. True enablement typically requires practice.
  - Have the participants perform the task as often as possible following the session. For curlers who join the club, consider having additional structured practice sessions where certified instructors give feedback.
- Provide handouts to take home. Include the keywords and phrases associated with each step on the handout. These will serve as memory aids in the future.
- Encourage, be positive. Convey confidence.

Explaining is an element that is consistent throughout the entire process. However, Explaining and Demonstrating can often be combined as each step flows into the next.

INSTRUCTOR TIP: One method of helping a participant remember is for the instructor to ask them to explain what they are doing step by step. This requires the person to think about the task and break the movements down sequentially.
Giving Constructive Feedback

**STOP, START, CONTINUE**

To enhance learning, instructors must provide feedback to participants in learn to curl events. The Stop, Start, Continue technique is a feedback tool that incorporates positive reinforcement. The technique hinges on the following questions.

**STOP:** Participants’ actions are not always effective. Such “needs improvement” items are often not obvious to the participant. The instructor should point them out in a constructive manner.

Example of STOP Instruction to Participant: “I noticed that you are leaning on the stone. That’s causing you to lose your balance during the release and land on your knee. Let me help you try to stop putting so much weight on the stone.”

**START:** These are elements that the participant is not applying. By adding these elements, the participant will have more positive results.

Example of START Instruction to Participant: “To help take some of your weight off the stone, put more weight on your delivery device. It is there to help aid your balance until you get more solid on your sliding foot.”
CONTINUE: These are actions that the participant does well and should continue doing. Let them know what they are doing well and why. Always end on a positive note.

Example of CONTINUE Instruction to Participant: “You are doing an excellent job of getting your slider foot under the center of your body. That’s going to help you tremendously with your balance as you move forward. Keep it up!”

Memory Retention

In his book, *Brain Rules*, John Medina discusses study results conducted on how much information people actually gained from presentations. He found the following:

- Immediately after a 10-minute presentation, listeners only remembered 50% of what was said.
- By the next day, that had dropped to 25%.
- One week later it was 10%.

Presentations are typically much longer than 10 minutes—it’s disheartening to think that participants may ultimately only remember less than 10% of what is presented to them. Thus, it is important to approach presentations strategically by:

- Making sure the 10% they remember is the most important information.
- Finding ways to increase the 10% to help them remember more.

To help participants remember more information, try incorporating some of the following strategies for the MOST important points. Remember SAVER:

**S** – **Stories**—that are purposeful, relevant and appropriate.

**A** – **Analogies**—to make things familiar. This is how adults, in particular, learn best.

**V** – **Visuals**—the right pictures make things memorable.

**E** – **Examples**—good examples bring the abstract to reality.

**R** – **Repetition**—deliberate (the same thing more than once) or subtle (including the same information in two or more different ways).

Make note of what examples, stories, techniques etc. work the best for specific sections. Build a toolbox of techniques. However, beware of including too much or too many of these techniques as they can make the point of the presentation obscure or cause presentations to go off track.
Learning Styles

Learning styles reflect how people generally prefer to gather, sift through, interpret, organize, come to conclusions about, and store information for future use. There are three (3) learning styles that Instructors should be familiar with:

1. Auditory:
   - Learn by hearing and listening.
   - Tend to remember lessons by verbalizing to themselves (may have difficulty handling conceptual information).
   - Acquire knowledge by reading aloud.
   - Learn well by having information put into a rhythmic pattern.

2. Visual:
   - Learn by seeing and looking.
   - Like to see what they are learning.
   - Make associations between images and techniques.
   - Benefit from colorful illustrations.
   - Make visual images in their head.

3. Kinesthetic (Tactile):
   - Learn by touching and doing.
   - Need to be active.
   - Remember what was done, but may have difficulty recalling what was said or seen.
   - Rely on what they can directly experience or perform.
   - They must “do” things for themselves in order to learn.

Learning styles are actually “preferences” of each individual and may be subject dependant. For example, you don’t teach reading by just reading aloud to someone OR basketball by sitting people in a room and just telling people what to do.

EDGE methodology is designed to incorporate each of the most common learning styles into presentations by having an instructor explain what the participants are going to do (auditory), demonstrate the process (visual), and then encourage the attendees try it themselves (kinesthetic). Combining these learning styles into a single presentation helps reinforce the material for most people. While a student may only retain 10% after reading new material for the first time, retention rapidly increases when s/he becomes an active participant in the learning process. Students who attempt to perform a skill after reading or hearing about it and subsequently go through the process of explaining what they are doing to another person may ultimately increase their retention dramatically.
THE GAME OF CURLING

Explaining the Basics of the Game

There is a lot of information for new curlers to learn in their first few seasons on the ice. When teaching new curlers, it is important to provide quality information without overwhelming them. The length of time you spend with new curlers (e.g., 1/2 hour open house slot vs. two-hour learn-to-curl vs. five week learn-to-curl series of classes) impacts how much information about the sport you will be able to provide in a given setting. Regardless of your time frame, it is important that you give them simple, basic information in conjunction with their on-ice experience.

The following material focuses on information that is appropriate for new curlers, with additional discussion about various topics found throughout this manual. Your club should pick and choose what to focus on based on the amount of time available. See Appendix B for Common Curling Terminology.

The Game

A curling game is made up of 8 ends (like innings) and is typically played in a two-hour timeslot. An end consists of each team member shooting (delivering) two rocks, or stones, alternately with the opponent’s player at the same position. When all 16 stones have been delivered, the score for that end is determined.

For beginner or rookie leagues, curlers should expect to complete approximately 5 or 6 ends in two hours. The goal, however, is for ends to take approximately 15 minutes each so a full game of 8 ends may be completed in a typical 2 hour time slot. It takes instruction, practice and patience to get beginner curlers up to speed with regard to efficient game play.

Field of Play

- New curlers should understand the three H’s: the hack, the hog line, and the house.
  - Hack: This is where curlers push off when sliding on the ice to deliver a stone; it looks like a runner’s starting block.
  - Hog line: Curlers must let go of the stone before it reaches the hog line closest to the hack from which they are delivering the stone. New curlers should also understand that the stone must cross the hog line on the far end in order for it to be in play.
  - House: The target at the end of the curling sheet. A stone must touch the house in order for it to score a point.
INSTRUCTOR TIP: Terms that are obvious to experienced curlers will be foreign for new curlers. To assist new curlers, try to use examples of items with which they will likely be familiar when explaining terms. For example, a "house" can be compared to a "target" and a "hack" to "runner’s blocks."

- Other information that should be presented to new curlers in a learn-to-curl course:
  - A game of curling is played on a sheet of ice approximately 14’ x 140’. Curling clubs generally have anywhere from two to eight sheets.
  - Each sheet contains various lines and a large target at each end called the house. The house contains four different circles - a 12' circle, 8' circle, 4' circle, and the button, which is the small circle in the middle. Sometimes the house is also called the rings.

Ice Surface and Stones

- Curling stones are made of granite and weigh approx. 42 lbs. Little rocks weighing from 1/2 to 2/3rds as much are available for young children to pre-teens. The stones used during each game have two different colors of handles to allow teams to easily identify their stones. A total of 16 stones (8 for each team) are used in a game.
- The ice surface is sprinkled with water in a process known as pebbling. This creates a speckled surface. The stones ride on the surface of the pebble.

Teams

Curling is the ultimate team sport as all four players are involved in every shot. Team responsibilities rotate, in part, until all players have delivered their stones.

Each team has 4 players -- a lead, second, third (also known as vice skip or vice), and skip (the strategist). All four players on each team throw or deliver two stones per end, alternating with the other team.
1. **Lead**: Throws first two rocks (stones 1 and 2)
2. **Second**: Throws next two rocks (stones 3 and 4)
3. **Third or Vice**: Throws next two rocks (stones 5 and 6) then goes down to hold the broom for the skip.
4. **Skip**: Throws the last two rocks of the end (stones 7 and 8). The skip is like the captain of the team calling game strategy. The skip stands in the far house holding his/her broom to tell the team what shots to throw and where to aim.

Each player throws their stones alternating with the corresponding player on the opposing team. For example, the lead throws his/her stones first, alternating with the lead of the opposition.

After the thirds throw their stones, they go to the far end of the sheet (the far House) and hold the broom while the skips throw. After all 16 stones have been delivered, it is the responsibility of the vices to agree on the score for the end. The vice of the scoring team marks the scoreboard.

Curl and Sweeping

Each stone curls, or curves, as it proceeds down the ice based on the turn (twist) given the stone during release of the handle. Stones will then gently rotate down the ice turning either clockwise or counter-clockwise. When the skip indicates the type of shot to be thrown, s/he will also let the thrower know which way s/he wants the stone to curl, i.e. which turn to apply to the stone’s handle. The amount of curl varies based on the ice surface and the speed of the stone. The curl allows for better control of the stone and also provides a means to shoot around guards.

Sweeping adds an element of fitness to the sport because, to be effective, sweeping must be very vigorous. Sweeping slightly melts the ice, which reduces the friction between the moving stone and the ice. The result is that the stone will curl less, and slide farther – one reason for sweeping. Sweeping may also be called for when the stone has not been delivered firmly enough, and/or when the shot is aimed “narrow,” or inside the broom target.
Scoring

At the completion of an end, a team scores one point for each of its own stones located in or touching the house that are closer to the tee than any stone of the opposition. (Scoring is similar to Bocce for those who know that game.) While teams can score up to eight points in an end, they are more likely to score one to three points.

Equipment

Participants can start learning the game while wearing warm clothes that are easy to move in and rubber-soled sneakers. However, those who continue with the sport should be encouraged to purchase a pair of curling shoes, broom, and possibly a stabilizer or delivery stick. Curling shoes have a special sliding surface on the bottom of one shoe and a soft rubber sole called a *gripper* on the bottom of the other. Broom heads, also known as brush heads, are either made of synthetic materials, hog hair, or horse hair. Brush handles are mostly a tube construction of fiberglass or carbon fiber. A solid wooden dowel type of construction is also used.

**INSTRUCTOR TIP:** Lightweight brooms with moveable heads are a popular option for experienced curlers. However, they are not always the best option for rookies. When teaching a rookie to curl using a broom, a broom with a stable head will provide the curler with a little more stability. (Most clubs have these types of brooms available as club brooms for beginners to use.)
ETIQUETTE AND RULES FOR NOVICE CURLERS

The Spirit of Curling

Curling is a game of skill and tradition. A shot well executed is a delight to see, and it is also a fine thing to observe the time-honored traditions of curling being applied in the true spirit of the game. Curlers play to win, but never to humble their opponents. A true curler never attempts to distract opponents, nor to prevent them from playing their best, and would prefer to lose rather than to win unfairly.

It is expected that curlers never knowingly break a rule of the game, nor disrespect any of its traditions. Should they become aware that this has been done inadvertently, they will be the first to divulge the breach.

Curler’s Code of Ethics

I will play the game with a spirit of good sportsmanship.

I will conduct myself in an honorable manner both on and off the ice.

I will never knowingly break a rule or any of its traditions, but if I do, I will immediately divulge the breach when witnessed or brought to my attention.

I will take no action that could be interpreted as an attempt to intimidate or demean my opponents, teammates or officials.

I will interpret the rules in an impartial manner, always keeping in mind that the purpose of the rules is to ensure that the game is played in an orderly and fair manner.

I will humbly accept any penalty that the governing body at any level of curling deems appropriate, if I am found in violation of the Code of Ethics or rules of the game.
The Official and Unofficial (Etiquette) Rules of Curling

The following section contains reference to official USA Curling rules, as well as accepted curling etiquette relevant to novice curlers. New curlers should be introduced to these rules as appropriate, but not all at once. It is likely that many of the rules will need repeating during game play. Instructors should be patient with new curlers who do not catch on to the rules/etiquette of the game immediately and provide constructive reminders. See Appendix C for Rules of Curling: Club and Bonspiel Use.

General

Teams
A team is composed of four players.
- Each player delivers two stones in consecutive order in each end, while alternating with an opponent.
- Player positions at the start of the game continue throughout.
- Teams may rotate positions only if a skip has conceded the game and teams are just playing for practice.

Scoring
At the completion of an end, a team scores one point for each of its own stones located in or touching the house that are closer to the tee than any stone of the opposition.

Stones
- A stone must finish inside the inner edge (closest to the rings) of the hog line to be in play, except when it has hit another stone in play.
- A stone that completely crosses the backline or touches the sideboard or sideline is taken out of play.

Delivery
- A stone must be clearly released from the hand before it reaches the hog line at the delivering end. If the player fails to do so, the stone is immediately removed from play by the delivering team i.e. sweepers.
- A stone that has not been released from the player’s hand may be returned to the hack and re-delivered as long as it has not reached the tee line at the delivering end.
Free Guard Rule
Until four stones have been played (two from each side), stones in the Free Guard Zone (those stones in the area between the hog and tee lines, excluding the house) may not be removed by an opponent’s stone. If the stones are removed, they are replaced to where they were before the shot was thrown, and the opponent’s stone is removed from play and cannot be replayed.

Measuring
- Measurements shall be taken from the tee to the nearest part of the stone.
- No physical device (measuring sticks, brooms, feet etc.) may be used in measuring stones until the last stone of the end has come to rest, except prior to the fourth stone to determine if one of the first three stones of the end is in the rings or in the Free Guard Zone.
- If there is any doubt between the two opposing skips as to whether one of the first three stones of an end finishes in the Free Guard Zone, then a measuring device may be used to decide the matter.

Equipment
- No player shall cause damage to the ice surface by means of equipment, hand prints, or body prints.
- No player shall use any footwear or equipment that may damage the surface of the ice.

Before the Match
- Always know the date and time of your game. Inform your skip if you are unable to play and attempt to find a substitute as per club or league rules.
- Try to arrive at least 15 minutes before scheduled game time to change and warm up. When you are late, you hold up other players. If you are going to be unavoidably late, let your team know in advance.
- Wipe your footwear thoroughly before stepping on the ice. The shoes you wear should only be used for curling. Sand and grit from shoes worn outside of the club can mar the ice surface. Change into a clean pair of flat, rubber-soled shoes after arriving at the curling club.
- Those who arrive early are encouraged to practice if there is an available sheet of ice. Avoid practicing on the sheet on which your game is scheduled. Always concede the practice sheet to the person preparing ice for the game.
- At the beginning of each game, greet the members of the opposing team with a handshake, tell them your name, and wish them “Good Curling!” Make sure everyone knows everyone else.
- A coin toss is used to determine hammer (last stone advantage). The winner has choice of hammer or handle color. Traditionally, the thirds perform the coin toss; but, in some areas, leads perform the coin toss.
• At the Club level, warm up slides can be taken without a stone. In some clubs it is acceptable to slide with a stone, as long as it is not released.

During the Match

• Avoid distracting movements when a curler is in the hack. When your team is not shooting, keep your distance and stand quietly.
• Players, other than the skip and/or vice, should not stand behind the scoring house. Sweepers should stand off to the side between the hog lines (or courtesy lines if a club has them).
• Avoid gathering around a hack at either end of the ice.
• Get into the hack as soon as your opponent has delivered his/her stone. Keep the game moving as delays detract from the game. Be prepared to sweep as soon as your teammate releases the stone if necessary.
• The skip from the non-delivering team should stand still behind the delivering team skip or vice so s/he can learn the ice surface by watching broom placement and opposition stones. During this time, s/he should be behind the back line holding the broom (horizontal) off the ice until the other team has released the stone.
• Never walk across the sheet (ice) when a player is delivering a stone.
• Pay attention to what is going on in your game. Use the opportunity to learn when a stone needs sweeping or observe the strategy.
• Behind the tee line, only one player from each team may sweep at any one time. The delivering team skip or vice has priority behind the tee line to sweep immediately next to their own stone. If the opposing skip or vice also wishes to sweep that stone, s/he should move to allow the delivering team enough room to sweep next to their own stone.
• A skip or vice cannot sweep an opponent’s stone until it reaches the tee line of the scoring end. Players should not purposely try to prevent the opposition from sweeping behind the tee line, i.e. if the delivering skip or vice decides they do not want to sweep their own stone, they should concede the stone to the opposition by moving well out of the way.
• Strategy discussions are necessary in curling. However, excessive discussion can result in fewer ends completed. To avoid prolonged discussion, only skips and vices should actively participate in strategic decision making.
• Compliment any player on a good shot. Do not show your frustration at an opponent’s lucky shot or a teammate’s poor shot.
• If you touch (burn) a moving stone while you are sweeping, tell your skip. Immediately remove the stone if it was touched between the hog lines.
• If the infraction occurred inside the hog line at the playing end, the stone should be allowed to continue to its conclusion. The opposing skip then has three options:
  ▪ Remove the touched stone and replace all other stones as close as possible to the positions they had before interacting with the touched stone (like the stone never happened); or
  ▪ Let the stones remain as they are; or
• Place the stone, and any other stones, as nearly as possible to the position where s/he considers they would have come to rest had the running stone not been touched.

• After the last stone has been delivered in each end, the vices determine the score. Other players should wait outside of the house until the outcome is settled. Once decided, others should help clear the stones.

• It is the vice’s responsibility to update their team’s score on the scoreboard. This should be done when it is convenient and doesn’t interrupt the flow of the game.

• Scoreboard etiquette for club (recreational) games: If you are winning by a large margin, it is common courtesy to stop posting the score in order to avoid embarrassing the opposing team.

• At any time, a skip may concede a game, or direct the vice to concede, by shaking hands with the skip/vice of the opposing (winning) team. After a team has conceded, they may still play for fun if time allows (no score). During bonspiel play, once the game has been conceded, teams should vacate the playing surface.

• If time is short, good etiquette is to concede a game when winning is mathematically impossible.

• The etiquette of conceding a game is especially important for bonspiels or club play where multiple draws occur back to back.

After the Match

• When the game is over, shake each player’s hand and say, “Good Game,” regardless of the outcome.

• In some clubs, either the winning or losing team may be expected to stay and clean the ice. This varies among clubs according to need and/or procedures.

• Normally, it is customary for the two teams to sit together after the game and socialize. Many dedicated ice clubs have special tables designated for each sheet to accommodate the curlers after their games. Arena clubs often carry on this tradition at a local restaurant.

INSTRUCTOR TIP: Be sure to discuss the customs and etiquette of curling along with the rules. Although these procedures may feel like “second nature” to an experienced curler, they will be foreign to people who are new to the sport.
TECHNICAL SKILLS OF CURLING

Putting Shot Making into Perspective

There are five pieces of information that may help novices quickly put their shot making into perspective. These five pieces of information address the “what or why” of shot making instead of the “how.” This information is useful to present in a learn to curl (LTC) session, but is typically too much to cover during an open house.

1. **Scoring:** Scoring is determined after all the stones have been thrown and the end is complete. The team with the stone closest to the button is the team that scores. That team gets one point for each stone that it has closer to the button than any of the opponent’s stones. A stone has to be touching the house in order to score. Only one team can score in an end.

2. **Area of Play:** The main ice markings can be reviewed in a number of ways – in a classroom using a poster or PowerPoint, through the viewing glass, or out on the ice. To keep things really simple, it’s helpful for people to know that the area in play is the rectangle outlined by the hog, side, and back lines. Anything touching the side line of the rectangle is out.

3. **Two Basic Curling Shots:** It’s helpful for new curlers to be introduced to the concept of weight control so they may try to achieve different weight shots. The two basic shots in curling are draws and take-outs (hits).
   - A **draw** is a shot that is thrown only hard enough so that it gradually comes to rest in, or near, the house.
   - A **take-out (hit)** is a shot that is thrown hard enough so that it pushes another stone from play after striking it.

4. **Three Signals of Shot Calling:** Skips will give thee distinct signals when calling shots.
   - They tap where they want the stone to stop (draw) or be removed from play (hit).
   - They place the broom on the ice as the target.
   - They give a hand signal for the turn.

After cleaning their stones, players should stand and wait to see the shot called so they may properly enter the hack and align themselves with the target broom. This also gets players used to the idea that there is a person at the end calling the strategy of the game.
Turn signals are often dependent on the region of the country in which the club is located. For clubs in primarily the Midwest, a signal indicated by the right arm would mean a counterclockwise turn (for right-handed curlers). In other areas of the country (and in Canada) the right arm would indicate a clockwise turn (for right-handed curlers). Either turn signal is acceptable as long as the skip and all other players are using the same signals, i.e. it’s typical that each club adopts one way. See the description of applying turns under Grip, Turn, Release (see page 31).

5. Line of Delivery (LOD)

The Line of Delivery (LOD) is the imaginary line from the thrower’s hack foot to the skip’s broom (target). Everything should be either parallel or perpendicular to the LOD as much as possible. For example, shoulders and hips should be perpendicular to the LOD.

ABC’s of Curling Deliveries

The ABC’s of curling deliveries is an easy way for instructors to remember fundamental concepts of delivery development. Each letter addresses a specific aspect of the delivery. The ABC’s are relevant for all deliveries: able-bodied, stick, or adaptive (wheelchair).

Alignment

Proper alignment with the target (broom) is the first step in making shots. Alignment is a process that begins with a simple shot routine that includes watching the shot being called by the skip and entering the hack aligned with the broom. The initial position of the curler in the hack is known as hack position and is a very important component in whether the curler will be successful in throwing the stone on the line called by the skip, also referred to as being “on the broom.”

Once in hack position, all motion should be as close to perpendicular or parallel to the Line of Delivery (LOD) as the curler can possibly get. Of course, this is easier said than done, and most curlers spend years perfecting their deliveries to be able to slide and release the stones on the broom. For new curlers, it’s enough for Level I Instructors to ensure they understand that their goal is to aim for the skip’s broom as best they can.
Alignment is secondary to balance when it comes to helping curlers develop and improve their deliveries.

Balance

The goal is to have a balanced flat-foot delivery. While balance is the priority for new curlers, it can take several years for a new curler to achieve. Some will develop balance quicker than others depending on their athletic ability.

To achieve balance, curlers need to get their slider foot into proper position under their chest (sternum). Turning the slider foot out slightly can increase the base while getting the knee out from under the chest. Slider foot position should be either straight or externally rotated during the slide. The slider foot should not be internally rotated as that will bring the knee under the chest which may cause both balance and alignment problems. The main exception to this rule is for people who have a natural in-turn of their foot when walking, although even many of these curlers can eventually train to straighten their sliding foot position.

Balance can be achieved with slight modification. Watch for physical limitations and make adjustments accordingly. Trying to force an "ideal" body position may discourage participants with limitations (that instructors may or may not be able to see) from continuing. The natural turnout (or turn-in) of a person’s foot will impact their foot position in their slide.

Part of balance is also the timing of the mechanical motions contributing to the power or speed generated out of the hack. See Timing (Cadence) on page 31.
Curl (Grip, Turn, Release)

During the setup process in hack position, the shooter grips the handle gently, with the middle pads of the fingers running along the bottom of the handle. The index and middle finger are centered directly above the center of the stone (the bolt hole). The fingers are kept close together so they do not push into the front of the handle or extend off the back. The thumb extends across the top of the handle and rests on the opposite side; it does not extend down the front of the handle. The wrist should be kept just high enough so the palm of the hand does not come in contact with the handle.

The front of the handle is cocked to either the 10 o’clock or 2 o’clock position, depending on the turn being requested by the skip. This cocked position is maintained until approximately the last 4 feet of the slide, at which time the shooter turns the handle toward the 12 o’clock position and releases it on the LOD toward the skip’s broom. The stone should make approximately 3 rotations as it travels down the sheet.

A poor release can turn a great shot into a complete miss! A $1 million slide and a 2 cent release will produce a 2 cent shot.

Timing (Cadence)

The timing of the movement of the stone in concert with specific parts of the body during the delivery is an important part of delivery execution. For curling deliveries, timing of the movement of the slider foot in conjunction with the stone is known as the cadence. For the base delivery, the stone and slider foot move together. It is beyond Level I instructor to delve much farther into timing (cadence). This topic is covered further in advanced instructor courses.

**Note**

The stone starts in a position in front of the slider foot. As long as the distance between stone and foot is maintained, the stone and slider foot can move forward together from the hack.

Basic Pre-Shot Routines

Very basic pre-shot routines are important for new curlers. This includes having participants move a stone in front of the hack then step back behind the hack to wait for their shot to be called. Once they have seen the three signals of the shot, they can enter the hack from the back to align themselves with the target broom.
For a series of lessons or an instructional league, participants should be shown a more detailed pre-shot routine that includes:

- Bringing the stone out and placing it in front of the hack.
- Getting in the hack and properly turning the stone on its side to clean off the running surface.
- Cleaning off the ice directly under where the stone will be placed then carefully putting the stone back down on the ice.
- Getting back out of the hack and standing behind it to wait for the shot to be called.

Entering the Hack

Once the curler has seen the three signals of the shot from the skip, and s/he understands the called shot, the curler enters the hack. The curler should imagine a line between the hack foot and the skip’s broom and point the foot in the hack at the skip’s broom so it is on the imaginary line. This is the Line of Delivery (LOD); the goal is for all motion of the stone and curler to be either perpendicular or parallel to the LOD – as much as possible. This means that:

- Hips and shoulders are perpendicular to LOD in hack position and in the delivery.
- All stone movements are on the LOD including any forward press, pull back movements, and forward motions.
- The slider foot will move straight back and forward, parallel to the LOD, in the delivery motions.
- The slider foot will necessarily have a bit of a lateral motion when moving into a position under the sternum.

On Marco hacks, the ball of the foot is placed on the slope of the hack approximately on the cross lines of the rubber. This foot position will work for all deliveries from the hack including stick deliveries. This hack foot position is appropriate for all beginner curlers.
Hack Position (traditional)

Obtaining proper hack position is an important step in alignment and many alignment problems stem from improper hack position. By aligning properly, we have greater success in delivering the stone on target and making shots! (See ABC’s of Curling Deliveries).

**Note**

NOTE: For a right-handed curler, the right foot is in the left hack. For a left-handed curler, the left foot is in the right hack.

Traditional hack position (also known as set-up position) is as follows:

1. Enter the hack from the back, point hack foot at skip’s broom and place ball of foot on rubber hack – approximately on the cross marking.
2. Keep weight on hack foot, carefully step on slider (for beginners using step-on sliders).
3. Place slider foot flat on the ice approximately shoulder width (broom head width) apart from the hack foot with the heel of the slider foot in line with the toe of the hack foot (heel to toe).
4. Player squats down in hack so shoulders and hips are square to the broom.
5. Weight is distributed evenly between both feet.
6. Hack leg (toe, knee and thigh) is pointed at the broom.
7. Eyes look straight ahead toward broom.
8. Demonstrate a safe way of standing up at the end of hack position and stepping back out of the hack (off of slider first).

**Note**

Hack position may be demonstrated in the warm room as a group activity using imaginary hacks. Explain to the group this will be how they will enter the hack EVERY time.
Hack position without a throwing device.

Hack position shown with a stabilizer.

Hack position shown with a broom.
Overview of Types of Curling Deliveries

Background
There are many styles and types of curling deliveries in use. At times, you can tell where and when someone learned to curl by the type of delivery they use. The lift delivery, also known as the backswing, was the dominant delivery type until the late 1990s. Currently no-lift deliveries are predominant throughout the sport.

Differentiation Criteria
Deliveries may be differentiated in a few different ways, including power (higher versus lower profile), complexity, etc. However, as Level I instructors, it is important to categorize them as to their level of difficulty with regard to achieving balance.

As the various deliveries will be described in detail in an advanced instructor course, the following information is included for reference. The deliveries below are categorized based on level of difficulty with regard to balance.

Novice Deliveries (easier to achieve balance)

- flat foot, no lift 4 step (the base delivery taught by USA Curling)
- flat foot, no lift 2 step (start with hips elevated)
- flat foot, no lift 3 step (previously taught by USA Curling)
- flat foot, no lift 4 step Ray Turnbull (includes “park” position)

Advanced Competitive Deliveries (must already have balance for these deliveries)

- flat foot, no lift 3 step Body Drop (Curl Tech Delivery)
- Lino Di Lorio Step over (variation of the body drop)
- toe slide, no lift 4 step (tuck)
- back swing, lift delivery

The list above has been included as a resource to help instructors understand how to choose or apply deliveries that may be appropriate for a particular curler. Advanced deliveries are beyond what a Level I Instructor would be using during an introductory curling event.
## Quick Guide to the Base Delivery

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<th>Delivery</th>
<th>Flat Foot – 4 Step</th>
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<tr>
<td><strong>General</strong></td>
<td>Probably the most common delivery in the sport today</td>
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</table>
| **Hack Position**     | 1. Place stone in front of delivery hack.  
2. From behind hack, align body and shoulders square to target.  
3. Enter hack from behind with hack toe pointed toward target broom.  
4. Position ball of hack foot approximately mid-point of hack, toe pointed to target, slightly higher for take-out, lower for very fast ice.  
5. Sliding foot should be 4” to 6” apart from hack foot and heel of sliding foot should be approximately even with toe of hack foot.  
6. Weight should be evenly distributed between hack and sliding feet.  
7. Broom handle extended toward middle of back, brush head resting lightly on ice (with pad up) and slightly ahead of sliding foot at 45 degree angle (approx. 10 o’clock position).  
8. Alternatively, stabilizer should be in a comfortable position beside the slider foot so shoulders are square.  
9. Stone is in front of hack foot, centered on LOD.                                                                                                                                 |
| **Mechanics**         | 1. Press forward 2” to 3” (slider foot does not move).  
2. Raise hips to a position where the back is close to parallel with the ice surface.  
3. Pull hips back (when pulling hips back, the stone should move back toward the middle toe of the hack foot while the sliding foot is simultaneously pulled back to a position where the toes of the sliding foot are approximately even with the heel of the hack foot while maintaining some weight on the sliding foot). For maximum weight transfer, hips should be behind the hack.  
4. Keep heel of sliding foot on the ice (when physically possible); keeping heel on the ice will help prevent new curlers from putting the sliding foot too far back (ensure hips move back).  
5. Forward motion begins with the stone and sliding foot moving simultaneously on with the stone on the LOD.  
6. Sliding foot moves in behind the stone to a position under the sternum.  
7. Toe slightly outward for balance (when possible) or keep toe pointed directly at target.  
8. Initiate leg drive using the large quad muscle to push from hack and extend trailing leg fully.  
9. Delivery arm is extended comfortably with the elbow pointing downward and a slight bend in the elbow (soft elbow). Center axis of stone, heel of sliding foot and trailing leg should all be moving along the line of delivery.                                                                                                                                 |
| **Power Generators**  | 1. Weight transfer, leg drive, arm extension, shoulder drop.                                                                                                                                                         |
Sequence for Teaching the Base Curling Delivery

The most effective way to teach the curling delivery is in a progression that helps each participant find the proper slider foot position to achieve balance. Once optimum position of the slider foot is found, introduce the delivery mechanics to build on balance. The sequence of teaching the delivery is presented here as a series of drills. Each drill may be done once or several times as session time allows.

*See Appendix D for Quick Guide to Teaching the Base Delivery.*

**INSTRUCTOR TIP:** If there is enough time, it’s helpful to put the delivery into perspective by quickly demonstrating the entire shot making process. Before beginning to teach the delivery, have an instructor demonstrate the base delivery with a skip and two sweepers while another instructor describes the demonstration for the group.
Drill #1: Slider Foot Placement

**Purpose: Balance** (Placement of slider foot to achieve balance)

When classroom time is available prior to bringing the group out on the ice, this exercise should be done in the warm room. Doing this exercise off of the ice will allow instructors to help gage the flexibility of the individuals with whom they will be working. Participants may also have more confidence attempting to get into the sliding position once they are on the ice if they have stretched out similarly in the war room.

Instruct curler(s) to do the following:

1. Stand facing the side or back boards with slider foot toe forward against board.
2. Move slider foot laterally so heel is centered in front of the sternum in line with belt buckle.
3. Squat down; hold the boards with both hands.
4. Straighten and extend the trailing leg (right leg for right-handers) into delivery position so shoe laces (top of trailing leg shoe) are on the ice with toes pointed straight back.
5. Knees are off the ice.
6. Shoulders should be up and squared.
7. Chin up and eyes looking straight ahead at the wall.

Desired Results:

- Participants find proper slider foot position.
- Participants get the “feel” of delivery position.

Activity 1 Variation:

- This may be done in the warm room or classroom area.
Drill #2: Hack Position

**Purpose: Alignment**
Instruct and demonstrate (review) entering the hack and traditional hack position.

1. Entering hack properly from the back, point hack foot at skip’s broom and place ball of foot on rubber hack – approximately on the cross marking.
2. Keeping weight on hack foot, carefully step on slider (for beginners using step-on sliders).
3. Slider foot is placed FLAT on the ice approximately a broom head (4” to 6”) apart from hack foot.
4. Heel of the slider foot in line with the toe of the hack foot (HEEL to TOE)
5. Player squats down in hack so shoulders and hips are square to the broom.
6. Weight can now be more evenly distributed between the two feet.
7. Hack leg (toe, knee and thigh) is pointed at the broom.
8. Eyes straight ahead on broom.
9. Demonstrate safe way of standing up at the end of hack position and stepping back out of hack.
Desired Results:

- Participants achieve proper hack position.
- Instructor is able to assess individual participant’s ability to obtain traditional hack positions and make modifications, or introduce alternatives, as necessary.
- Participants practice properly entering the hack from behind and using slider.
  - This may be practiced separately and/or as part of every delivery sequence drill until it becomes automatic.

Activity 2 Variation:

- Do this activity in the warm room with imaginary hacks together as a group. Explain to the group this will be how they will enter the hack EVERY time.
- Re-visit hack position after introduction of sliding devices:
  - Using Stabilizer: stabilizer should be in a comfortable position beside the slider foot so shoulders are square to LOD. That ultimate goal is BALANCE on the slider foot with no weight on stone or sliding device.
  - Using Broom: broom should be positioned with broom handle extended toward middle of back, brush head resting lightly on ice (with pad up) and slightly ahead of sliding foot at 45 degrees (approximately 10 o’clock). Broom is gripped approximately 12” to 18” from bottom and should be adjusted for individual players to ensure shoulders are level.
  - Practice hack position with pre-shot routine to include cleaning of stone etc.
NOTE: The majority of curlers put weight on/lean on either the stone or stabilizing device when first starting out. As new curlers achieve balance, instructors should work with them to become less dependent on these pieces of equipment for balance.
Drill #3: Two Stone Slide

**Purpose: Balance** (Dynamic placement of slider foot)

1. Bring two stones out in front of the hack and position a (step on) slider next to the delivery hack.
2. Enter the hack from the back, placing hack foot onto rubber cross mark.
3. Keeping weight on the hack foot, carefully step on the slider and squat down into hack.
4. Without any mechanics (no hip lifts, draw back etc.) slowly move the stones forward TOGETHER with the slider foot moving into position centered under sternum and behind stones. There isn’t any need for a push into a slide to start -- participants might not even leave the hack the first time out.
5. Trailing leg and foot are extended, shoulders square, eyes forward.
6. Demonstrate safe way of standing up at the end of the delivery including removal of slider and/or changing leg position to stand up on gripper foot.

**INSTRUCTOR TIPS:**
Demonstrate slowly with very little leg drive - participants will try to copy what you do! This drill can be done a two or three times, each push progressively harder from hack.

**Desired Results:**
- Participants achieve proper slider foot position flat foot centered under sternum.
- Participants get a feel for final delivery slide position including extension of trailing leg.
- Participants practice properly entering the hack from behind and using slider.

**Variations:**
- Drill may be performed with no slide (hack foot does not leave the hack).
- Drill may be performed with slider foot already in position in front of the hack foot.
- Drill may be performed with increasing leg drive once proper slider foot placement is achieved.
- Drill may be performed with hips slightly elevated, similar to what occurs during the actual delivery.

**INSTRUCTOR TIPS:**
Be aware of demonstration technique - draw backs etc. are unnecessary for this activity at the beginning of the delivery sequence. Keep it simple. Have participants externally rotate foot (get the knee out of the way) if they are able.
Drill #4: One Stone and a Sliding Device

**Purpose: Balance** (Introduction of sliding device such as stabilizer or broom.)

1. Bring one stone out in front of the hack and have a step on slider positioned next to the delivery hack.
2. Enter the hack from the back - placing hack foot onto rubber cross mark.
3. Keeping weight on hack foot, carefully step on slider and squat down into hack.
4. Ensure hack position is successfully achieved.
5. Introduce sliding device (see also hack position):
   a. *Using Stabilizer:* The stabilizer should be in a comfortable position beside the slider foot so shoulders are square to LOD. That ultimate goal is BALANCE on the slider foot with no weight on stone or sliding device.
   b. *Using Broom:* The broom should be positioned with broom handle extended toward middle of back, brush head resting lightly on ice (with pad up) and slightly ahead of sliding foot at 45 degrees (approximately 10 o’clock). Broom is gripped approximately 12” to 18” from bottom and should be adjusted for individual players to ensure shoulders are level.
6. Without any mechanics (hip lifts, draw back etc.), slowly move the stone forward with slider foot moving into position centered under sternum and behind stone.
7. Maintain some distance in front of body so there is enough room for slider foot behind the stone.
8. Trailing leg and foot are extended, shoulders square, eyes forward.
9. Demonstrate safe way of standing up at the end of the delivery including removal of slider and/or changing leg position to stand up on gripper foot.

**INSTRUCTOR TIPS:**
Be aware of demonstration technique - draw backs etc. are unnecessary for this activity at the beginning of the delivery sequence. Keep it simple. Have participants externally rotate foot (get the knee out of the way) if they are able.

**INSTRUCTOR TIPS:**
Demonstrate this slowly with very little leg drive - participants copy what you do! Depending on time, this can be done a couple of different times each pushing out from hack a bit harder and sliding a farther distance. (see variations below)
Desired Results:
- Participants achieve proper slider foot position flat foot under sternum – with a sliding device.
- Participants get a feel for final delivery slide position including extension of trailing leg.
- Participants practice properly entering the hack from behind and using slider.

Variations:
- Drill may be performed with no slide (hack foot does not leave the hack).
- Drill may be performed with slider foot already in position in front of the hack foot.
- Drill may be performed with increasing leg drive once proper slider foot placement is achieved.
- Drill may be performed with either stabilizer or broom or transitioning from one to the other (e.g. stabilizer to broom).
- Drill may be performed with hips slightly elevated, similar to what occurs during the actual delivery.

NOTE: The purpose of delivery devices, such as the broom and stabilizer, is to provide extra stability on the side of the body that is not holding the rock, while maintaining shoulders square toward the target.
Drill #5: Mechanics and Timing of Base Delivery
(Introduction of 4 steps of base delivery mechanics)

- Instruct and demonstrate for the participants the 4 steps of the delivery:
  - When possible, lead instructor should explain delivery while another instructor demonstrates for the group; in a situation where that is not possible, lead instructor may both explain and demonstrate.
  - Participants should be positioned so they can see and hear the demonstration.
- Only instructors who are able to properly demonstrate the base delivery mechanics should do so. Presenters who are not able to properly demonstrate the delivery should find someone else who can (if possible).

[Image: Note]

The delivery mechanics should be demonstrated very slowly with little leg drive to start.

The instructor presenting should count out the steps or use keywords such as “forward,” “up,” “back,” and “slide” that represent each motion as the participants work through each of the four steps of the delivery. Using keywords, in lieu of numbers, is useful because the words often serve to spur memory of the actions.

1. Forward press (“forward”) – only to unstick the stone from the ice. Stone should move only a couple of inches forward on the LOD.
2. Hips up (“up”) – without moving slider foot or stone, hips are slightly elevated. Optimum knee angle is 90 degrees (“sitting in a chair” position) – if they are able.
3. Hips back (“back”) – stone and foot are pulled back at the same time.
   a. Stone comes directly back to hack foot (middle toe).
   b. Slider foot comes straight back so front of toes are now in line with the heel of the hack foot (heel to toe).
   c. Slider foot remains flat on ice surface.
   d. Hips remain low.
4. Push and slide (“slide”) – stone and foot come forward – slider foot can move to a position in front of the hack foot into optimum position under sternum. Curler then pushes out of hack. This does not have to be very far! The curler does not release stone.
Desired Results:
- Participants slowly execute 4 steps of delivery into a controlled slide.
- Participants achieve proper slider foot position flat foot under sternum – with a sliding device.
- Participants get a feel for final delivery slide position including extension of trailing leg.
- Participants practice properly entering the hack from behind and using slider.
- Participants slide without putting excessive weight on the stone.

Variations:
- Drill may be performed with no slide (hack foot does not leave the hack).
- Drill may be performed with increasing leg drive once proper slider foot placement is achieved.
- Drill may be performed with either stabilizer or broom or transitioning from one to the other (e.g. stabilizer to broom).
- Drill may be performed with release of the stone (no handle) to determine whether a modicum of balance has been achieved.

INSTRUCTOR TIPS: It is important for instructors to know whether participants can release the stone without falling over or banging their knees on the ice. If participants cannot release the stone without losing balance, instructors should go back to previous drills to find the balance point (whenever possible) before moving to drill #6.

NOTE: Instructors should not expect that all participants will be able to achieve balance during their first training session.
Drill #6: Grip, Handle, Release - Cross Sheet
(Introduction to grip, turn, and release of stone including desired rotation)

- Instruct and demonstrate for the participants how to grip the handle of the stone, apply the called for turn and release the stone with proper rotation.
  - Lead instructor may explain and have another instructor demonstrate for the group; or, lead instructor may both explain and demonstrate.
  - Participants should be positioned so they can see and hear the demonstration.
- The instructor can demonstrate the difference between a spinner and dead handle and show an example of a desirable rotation (just in a short distance).
- It is also helpful for participants to see the effect rotation has on curl. This can be done by delivering two stones (one with each turn) down the full length of the sheet.

1. Demonstrate grip
   a. Gently grip handle with middle pads of the fingers running along the bottom of the handle.
   b. Index and middle fingers are centered directly above the center of the stone.
   c. Fingers are kept close together. Thumb extends across top of handle and rests on opposite side.
2. Wrist is slightly higher than the level of the handle.
3. Elbow is slightly bent.
4. Demonstrate 10 o’clock and 2 o’clock positions and how to release the stone at 12 o’clock for the turn called.
5. Have participants split into two groups and line up on opposite sidelines of a sheet across from a partner. They crouch down and practice proper grip turn and release cross sheet with their partner giving a turn signal.
Desired Results:

● Participants set-up in the hack with the stone positioned correctly using a proper grip.
● Participants are able to follow the skip’s signal and throw the correct turn.
● Participants are able to apply adequate rotation to the stone and release towards the broom.

Variations: (If you have more time or for instructional leagues, practice grip, turn and release from the hack):

● Participants slide at a broom held just past the hog line. They release the stone at the broom and stay down to watch whether they are at the broom or not.
● Participants try releasing the stone at different points - perhaps tee line and then top twelve foot.
● Participants practice both turns.
● Participants practice with a laser or plumb line.
Drill #7: Novice (Open Stance) Sweeping

*Purpose:* Introduce novice sweeping

- Instruct and demonstrate for novice, open stance sweeping.
  - Lead instructor may explain and have another instructor demonstrate for the group; or, lead instructor may both explain and demonstrate.
  - Participants should be positioned so they can see and hear the demonstration.
- Only instructors who are able to properly demonstrate novice, open stance sweeping should do so.
  - Presenters who are not able to properly demonstrate this should find someone else who can.

**Note**

Novice sweeping should be demonstrated very slowly in a more upright position. As new curlers do not yet have their balance, more advanced forms of sweeping that include using body weight, are inappropriate and unsafe.

1. Bring one stone out somewhere in front of the hack, close to center line, where people can see.
2. Instructor notes the direction the stone would be travelling and stands next to the stone facing the target house.
3. Facing target house, instructor demonstrates how to hold the broom. Power hand is the one next to the stone. That hand holds broom approximately at lower ⅓. The other hand holds broom at approximately upper ⅓ with handle tucked in beside body.
4. Turn body slightly (to 45 degree angle) and demonstrate broom motion in front of stone (side to side).
5. Mirror image is demonstrated on other side. Footwork is a sliding or shuffling motion.
6. Make sure they know to alternate between looking down at the stone and looking up at the direction they are going.
7. Participants line up on either side of stone, and using proper technique, they sweep in front of the stone as the instructor pushes the stone down the ice.
8. Without switching sides, participants turn and face the other house to sweep back. They must now switch their arm positions on the broom.
9. Instructor brings stone to the back of the group to push the stone toward the other house.

**INSTRUCTOR TIP:** Demonstrate slowly - participants will copy what you do! Re-demonstrate as many times as it takes. Have fun!
Desired Results:
- Participants sweep in a safe manner while they are facing forward.
- Participants have a basic understanding of sweeping technique including how to stay safe.
  - No running.
  - Backing off if they can’t keep up.
  - Getting a feel for the balance and coordination needed for sweeping.

Variations: (if you have more time or for instructional leagues):
- Try additional drills for sweeping meant to help them understand where to stand (to start), when to start moving forward etc. These can be done with the instructor still pushing the stone from the hack, pushing hard enough for it to travel by itself some distance.
- Have them practice sweeping both sides, close to the stone or farther away.
- Have them stand with the instructor to critique other participants - are they sweeping in front of the stone, are they too far away from the stone, is the motion too long or too short?
- Beginner weight judging: for sweeping improvement clinics, have them follow beside the stone and call out where they think it will end up (no sweeping at all).
Drill #8: Base Delivery with Release and Sweeping
(Putting all aspects of shot execution together)

- Instruct participants to perform the sequence of shot execution (delivery) with sweepers.
  - Lead instructor should explain the process while other demonstrate; if others are not available to demonstrate, lead instructor may both explain and demonstrate details such as where to stand (for sweepers).
  - Participants should be positioned so they can see and hear the demonstration.
- Drill should include all aspects of drills #5 (base delivery), #6 (sweeping) and #7 (Grip, turn & release).
- Instructor calls shot including placing broom and giving turn signal. This may begin at the near hog line and eventually move down the sheet to the far house. Shots called from the far house should include all three shot signals (shot, target, turn).

**INSTRUCTOR TIPS:**
- Explain instructions clearly.
- Show new sweepers how and where to stand so they are not in the way.
- Demonstrate for new sweepers how and when to move in to start sweeping.

Desired Results:
- Participants sweep in a safe manner where they are facing forward.
- Participants demonstrate understanding of shot execution including: understanding shot called, hack position (alignment), appropriate delivery mechanics, and release with correct turn.
- Participants deliver at least one stone the length of the sheet to the opposite house so they may then participate in game play.

Variations: (If you have more time, or for instructional leagues, all variations of sweeping and base delivery drills are appropriate).
Sweeping Variations:
- Try additional drills for sweeping meant to help them understand where to stand (to start), when to start moving forward, etc.
- Have them practice sweeping both sides, close to the stone or farther away.
- Have them stand with you to critique other participants - are they in front of the stone, are they too far away from the stone, is the motion too long or too short?
- Beginner weight judging: for sweeping improvement clinics, have them follow beside the stone and call out where they think it will end up (no sweeping at all).
Base Delivery Variations:
- Drill may be performed with increasing leg drive once proper slider foot placement is achieved.
- Drill may be performed with either stabilizer or broom or transitioning from one to the other (e.g. stabilizer to broom).
- Drill may be performed with both turns.

Delivery Analysis and Improvement

Throughout any introductory curling session, instructors assess participant deliveries to help them improve and be successful. A Delivery Analysis Checklist is included in Appendix E.

Using the checklist, delivery problems may be identified along with the recommended drill or drills to help the participant correct the particular fault. In an introductory curling event such as a Learn to Curl, the instructor would repeat one or more of the first six sequence drills best suited to correct the delivery fault. For example, if the slider foot is not in proper position centered under the sternum, the instructor may choose to return to any one of drills #1, #3, or #4 which aim to help the curler find proper foot position for balance.
Technical Skills of Curling – Alternate Delivery Methods

Alternate Delivery #1 - Modified Base Delivery 2-Step (Slider foot forward)

Hack Position (Setup) for Modified Base Delivery (2-Step)
- The curler essentially starts in the hips up position of the Base delivery.

Delivery (curler may use a stabilizer or broom)

1. Begin by placing the foot into the hack as with the traditional delivery.
2. Place the slider foot in the same heel to toe position as traditional hack position.
3. Curler crouches down, hips slightly elevated. Optimum knee angle is 90 degrees (“sitting in a chair” position) – if they are able.
4. There is no forward press.
5. Pull back – stone and foot are pulled back at the same time.
   a. Stone comes directly back to hack foot.
   b. Slider foot comes straight back so front of toes are now in line with the heel of the hack foot (heel to toe).
   c. Slider foot remains flat on ice surface.
   d. Hips remain low.
6. Slide – stone and foot come forward – slider foot can move laterally to a position in front of the hack foot into optimum position under sternum. Curler then pushes out of hack.

Alternate Delivery #2 – Modified Base Delivery 1-step (Slider foot back)

Hack Position (Setup) for Modified Base Delivery (1-step)
- The curler starts in the Hips back position of the Base delivery.

Delivery (curler may use a stabilizer or broom)

1. Begin by placing the foot into the hack as with the traditional delivery.
2. Curler starts in hips back position of base delivery.
   a. Stone sits in front of the hack foot on LOD in pull back position.
   b. Slider foot positioned straight back so front of toes are now in line with the heel of the hack foot (heel to toe as in pull back position).
   c. Slider foot remains flat on ice surface.
   d. Curler crouches down, hips slightly elevated. Optimum knee angle is 90 degrees (“sitting in a chair” position) – if they are able.
3. There is no forward press or pull back.
4. Slide – stone and foot come forward – slider foot can move to a position in front of the hack foot into optimum position under sternum. Curler then pushes out of hack.

Technical Skills of Curling – Adaptive Delivery Methods

Stick Curling
If you have an adjustable length stick, set it for length which is from the ground to just under one’s upper arm.

Hack Position (Setup) for Stick Curlers
1. Position the stone on the LOD, which, for stick curling, extends from the skip’s broom to one’s belly button.
2. Begin by placing the foot into the hack as with the traditional delivery.
3. Place the non-hack foot just behind the hack foot.
4. Make sure shoulders are perpendicular to the LOD.
5. Stones tend to stick to the ice so it is easiest to place the stone a bit closer to the hack foot, on the LOD, before getting into the hack.
6. Place the sleeve of the stick on the handle of the stone and move it forward to your start position, and at the same time establish your turn by moving the handle to either one or eleven o’clock position).

NOTE: Place the stone handle at the 12 o’clock position when getting into the hack. At most, the handle in the stick delivery should be set at an 11 o’clock or 1 o’clock position.

The Delivery
1. Hold the device firmly with either your delivery hand or both hands, with the stick about one foot in front of the body, about waist height. The sight line is straight down the stick along the LOD to the skip’s broom.
2. Push off the hack and start walking toward the skip’s broom, keeping the stone on the LOD. The distance to release is one’s preference but it should be done on an odd step. Typically it is about seven steps to release.
3. At the release point rotate the stick with your wrist slowly to the twelve o’clock position as you simultaneously extend your arm slightly toward the target. The stone must be released before the hog line.
4. Continue to follow through by walking a few steps after release of the stone.
5. The final arm extension is the fine tuning of weight.
6. The main difference between a draw and a takeout is not the final release but rather how fast you walk.

Rules Pertaining to the Throwing Device

The following are the generally accepted rules for throwing device use:
- You must start with the "throwing arm" side foot in the hack.
- The walking path must extend toward the skip’s broom along the line of delivery.
- The stone must be released before the stone touches the hog line.
- If a player starts a game with the stick, they must complete the game with a stick.
- Stick deliveries are not allowed in most championship events.

Wheelchair Curling

Safety & Environment Considerations

- Make sure ice surface is accessible. Temporary ramps may be needed if the facility is not already equipped with ramps.
- Clean tires and foot rests before going on ice. A cloth to clean and dry with is more effective than paper towels.
- Cool down tires before getting into main playing area to avoid leaving wheel marks on the ice surface. Allow about 5 minutes for cooling period.
- Have extra gloves or mitts, as well as blankets, as some participants may not be able to tell if they are getting cold.
- Rubber mats can be used to help anchor the wheelchair during delivery if the buddy system is not employed.
- If wheelchair is equipped with seat belt, it may be necessary to fasten it. This may be more appropriate should the curler decide to utilize a one hand delivery over the side of the wheelchair.
- Consider taking breaks after 45 to 50 minutes of on-ice sessions.
Progression to the Delivery

When you first go out on the ice, try pushing stones into the rings from 20 feet away (not 120). Start out learning a smooth repeatable push of the stone. Progress to putting clockwise and counterclockwise rotations on the stone with the stick.

Once the curler can push a stone straight, with the correct rotation, move further back. A repeatable delivery motion will help in the developing control over where the stone is going.

Add distance by pushing harder, when the curler has worked on basic technique. Try different ways to throw, different lengths of stick, and different positions of the stones in relation to the wheelchair. The delivery will be individual as it will depend on what the curler’s body can do, his/her upper body strength etc. Assist them to experiment with a variety of techniques to discover what feels most comfortable.

Anchoring the Wheelchair

Buddy System
- The role of the “buddy” is to help anchor the player’s wheelchair. The “buddy” positions their wheelchair behind the thrower and holds onto the thrower’s wheelchair.
- The “buddy” should maintain their head position behind the thrower and not look over the thrower’s shoulder during the delivery.

Use of Mats or Blocks
- A mat can be placed on the ice and the wheelchair positioned on it for the delivery. Wheel blocks can also be used as a stabilizing method.

Types of Delivery

One Handed over side of Wheelchair
- Curler can lean over the side of the wheelchair and grip the handle of the stone. The momentum is generated with the arm thrust. This delivery may be difficult of the majority of wheelchair curlers as it requires a person with a long, strong arm and good hand control.
- One Handed with Delivery Stick - The curler uses a delivery stick held in one hand at the side of the wheelchair. The throwing arm is slightly flexed and extended full length with the delivery. The turn is applied by rotating the forearm.
- Two Handed with Delivery Stick - The curler grips the delivery stick in both hands and the stone is positioned in front of the wheelchair and centered on the curler’s body. A forward thrusting motion is used to generate the momentum of the stone. The turn is applied by rotating both hands.
Wheelchair Positioning & Release Point

- If the delivery position is between the hack and the top of the house, then the wheelchair should be positioned so that the line of delivery starts along the center line.
- If the delivery position is between the top of the house and the hog line, then the wheelchair is positioned so the line of delivery is within the wheelchair lines (i.e. no more than 18 inches either side of the center line).
- The stone must be released before the hog line.

Adaptive Delivery – No Slider

This adaptation is only recommended for participants who are unable to achieve traditional hack position (or near hack position) and refuse to try a curling stick. It works best for rare instances, such as corporate events, where a participant needs a quick way to achieve success in the short term. (i.e. they want to make a few shots that afternoon). Do not have participants wear a slider when using this delivery.

Hack Position (Setup) Modified

Begin by placing the foot into the hack as with the traditional delivery. Place the non-hack foot beside or just behind the hack foot. Stone is on the LOD in final pull back position (there is no forward press or pull back).

1. Forward press – NONE.
2. Hips up – due to physical limitations, hips are elevated quite high (too high for broom and even a stabilizer). This is a safety risk.
3. Pull back – stone is pulled back (non-hack foot does not have to move).
   a. Stone comes directly back to hack foot.
   b. Non-hack foot comes straight back so the toe is now in line with the heel of the hack foot (heel to toe).
   c. Non-hack foot remains flat on ice surface.
   d. Hips remain low.
4. Delivery – step forward with non-hack foot and stone is delivered using the arm. Body momentum can come into play with another step forward with the hack foot for follow through.
Technical Skills of Curling – Sweeping (Novice)

Introduction

Curling ice is swept in front of a moving stone. Strong, effective sweeping can significantly affect the distance a stone travels on a draw shot. Good sweeping can make a stone travel an extra 10-15 feet or more. Sweeping can also keep a take-out traveling on a straighter path. Sweeping is what makes curling a team sport, and is often the difference between winning and losing.

The sweeping motion is in a side-to-side direction (it need not cover the entire width of the stone), deposits no debris in front of a moving stone, and finishes to either side of the stone. Sweeping effectiveness is a function of three elements: coverage, speed, and pressure.

Sweeping Position for Novice Curlers

Novice curlers should use an open/vertical sweeping position, as opposed to the more advanced closed/flat back position commonly seen in competitive curling. To achieve an open/vertical position, curlers should be instructed to divide the broom into thirds, with one hand placed 1/3 and the other 2/3s of the way down the broom shaft. When facing the scoring end of the sheet, the hand closest to the center of the sheet should be placed 2/3s of the way down the broom. The position may be lower for a smaller youth curler.

Novice curlers should be instructed to walk forward, move feet in a side-to-side shuffle motion, or move forward using a motion similar to cross country skiing. Do NOT allow new curlers to walk backward when sweeping, as this is likely to cause accidents. Always have new curlers wearing sneakers put grippers on both feet when they are available; NEVER allow new curlers to sweep while wearing a slider. Curlers should be instructed never to run after a stone. Safety is more important than heeding a skip’s instruction to “sweep.”

Speed and Pressure

Broom speed and pressure create friction and warm the ice, thereby, affecting the ice surface. This change in ice condition impacts both the speed and the curl of a stone. Putting as much pressure as possible on the broom while keeping the body as erect as possible and moving the broom side to side in a swift motion will produce maximum friction and positive results.

Novice curlers, however, may be unable to effectively put pressure on the broom while using a swift back and forth motion. As such, the instructor should use discretion when working with new sweepers. Some feel more comfortable putting extra pressure on the broom with slower strokes. Others may need to focus on the swift motion instead of downward pressure. Either way there needs to be a
minimal amount of both pressure and side to side motion in order for sweeping to be effective. Without it, curlers are effectively “dusting the ice.”

Expectations for Novice Sweepers

In curling, sweepers are responsible for judging the weight of a stone. However, novice curlers may not have enough experience to judge weight. To help them develop this skill, novice curlers should be instructed to:

- Know what shot the skip called.
- Let the skip know whether they think the stone is heavy or light.
- When directed to sweep, continue doing so until the skip calls “off” or the stone crosses the tee line.
- When in doubt, SWEEP! The skip can call the curler off if s/he does not think the stone needs sweeping.

Note

Emphasize that it is better to be wrong when communicating with the skip than not to communicate at all.

Novice curlers should know to listen for the skip’s sweeping calls. If they are unsure of the call or have difficulty distinguishing between a skip’s “No,” “Go,” and “Whoa,” they should talk to the skip after the game. As a skip may ask a curler to sweep for various reasons, novices should be familiar with terms such as:

- Sweep for Line: means the skip needs sweepers to sweep to keep the stone on line so it does not hit another stone (the shot may be narrow).
- Weight Only (and/or ‘Line’s Good’): this tells the sweepers they are in charge of deciding if the stone will stop on the desired spot – the sweepers sweep only if they think it is light.

As curlers may not hear a skip even when they shout, novices should also be aware of common non-verbal communication. While novices often watch the stone as it moves down the ice, they should regularly look down the sheet to make visual contact with the skip. Common non-verbal commands include:

- Hand up in a ‘Stop’ gesture – Don’t Sweep!
- Hand moving in a sweeping motion (hand in handshake position moving quickly side to side) - Sweep

New curlers should be aware that it is normal for a skip to call sweepers “off” and “on” several times during a single shot.
CURLING STRATEGY FOR BEGINNERS

What is Curling Strategy?

Curling strategy is basically a process of decision making in curling games. It is not straightforward, but rather is a matter of prioritizing variables to select the shot that makes the most sense at the time.

New curlers do not require a lot of information regarding strategy especially for single introductory events. More information could be given during a series of lessons or an instructional league. Information should be simple and more focused on providing foundational information such as terminology and ice reading.

Basic Strategy for New Curlers

The following information is fundamental to curling strategy:

1. **Hammer versus non-hammer** - The hammer is the last stone of an end and it is a large advantage to scoring. When a team has the hammer, they should generally try to score at least two points. The non-hammer team will try to either force the hammer team to only take one point so they get the hammer the next end or may try to score (steal points).

2. **Offense versus defense (draws versus hits)** - Generating offense in curling generally involves softer draw type shots with guards in play. This type of play is meant to score multiple points in an end. Defense in curling is the opposite - hits to remove stones and low scoring ends and games.
See diagram below illustrating basic guard placement.
**SHEETZ Acronym for Strategy**

SHEETZ is an acronym to help curlers remember the variables they should consider with regard to strategy. Using SHEETZ, variables are prioritized to help with end planning and shot selection.

There are many concepts included in SHEETZ that are beyond a novice curler. Therefore, a simple introduction of the acronym and the variables it represents would be appropriate only for a series of lessons or multi-week instructional league.

- **Score** – What is the score? If you are way ahead or way behind, you may need to adjust your strategy.
- **Hammer** – Who has the hammer? You can take more chances if you have the hammer.
- **End** – What end are you playing? Do you have several ends to play or are you near the end of the game?
- **Environment** – How is the ice? Is it keen or heavy? Does it curl? Are there any “bad” stones to be concerned about?
- **Team** – What is the skill level of individuals on your team or your opponents? Don’t call shots that a teammate is not capable of making, and try to force opposing players to play shots that they struggle with.
- **Zone** – Use the free guard zone to your advantage. Teams can pursue an offensive or defensive style of play if they understand and use the free guard zone.

**Ice Reading**

The ability to read the ice quickly and accurately contributes to strategy by expanding the range of shots that may be called. This takes practice. Ice reading is an advanced skill and is beyond Level I Instructor to teach. For participants in introductory curling sessions, ice reading may be just demonstrated and explained as an estimate of where the target needs to be for a given shot.

- Explain that for most draw shots, the broom should be placed on the tee line.
- For most takeouts, the broom is placed somewhere beside the stone to be removed.

**Line Calling**

Line calling is also beyond the skills necessary for a Level I instructor to teach. For participants in introductory curling sessions, it would be enough to set the foundation for the future by explaining the following:
- To judge line, the skip (or line caller) must decide whether the person delivering is on or off the broom upon release.
- The line caller should generally stay in the house and not run out to sweep.
- Simple line call commands are just “YES!” for sweeping and “No!” for no sweeping. Corresponding hand signals would be moving one hand back and forth very quickly for sweeping and stop signal (hand up with palm facing forward) for no.

The Break

For instructional leagues, the concept of how to identify “the break” may be introduced. The break is the point where the stone leaves the line of delivery and starts to curl (travel in the direction of the applied turn). Stones do not curve in a perfect parabola; instead, the curling pattern can be thought of as a Nike “swoosh.” Sweeping early can delay the break to help the stone come around a guard. Sweeping later, after the break, can drag a stone further in the direction of the break. Skips may call the sweepers “off” and “on” a stone multiple times before the stone comes to rest in order to “fine tune” the curve. Again, this information would be too advanced for typical introductory sessions.
INTRODUCTORY CURLING EVENTS

Safety

Safety Considerations for Club Introduction to Curling Events

It is important for clubs hosting introductory curling events to establish safety procedures both on and off the ice.

Facility

Prior to hosting an open house or other introductory curling event for the general public, the club should arrange for the following:

- Parking lots and walkways cleared of snow, ice, and/or other hazardous conditions.
- Adequate lighting.
- If the club is difficult to find, appropriate signage should be posted to direct participants.
- In addition, clubs should have flashlights with fresh batteries stored in an easy to access location or back-up emergency lighting in the event of power failure.

To protect belongings and prevent theft, club members should encourage participants to keep personal items with them whenever possible. In facilities that are open to the general public, such as an ice skating rink, it may be necessary for club members to arrange for a locked room to secure club and participant belongings.

Avoiding Injury

In addition to preparing the facility for events open to the public, it is important that the club institute practices to help participants avoid injury. The following outline can help clubs reduce the risk of injury.

Pre-event communication

1. Communicating with the participants prior to the event will help ensure that they arrive at the club with appropriate attire. Participants should be instructed to wear layers if the event has both warm room and on-ice components. In addition, clear communication about appropriate footwear can help prevent participants from showing up in shoes that have poor traction on ice. Clubs may also consider recommending or requiring helmets for participants who are under 18 (see Appendix F for Sample Participant Email).

Establishing, communicating, and enforcing on and off-ice safety procedures

1. The club should set clear safety guidelines and ensure that all instructors are fully aware of them. Safety instructions directed toward instructors include, but are not limited to the following:
   a. Take note of the ice conditions prior to bringing new curlers on the ice. Watch out for ice that is more slippery than normal. This could indicate something as serious as a chiller malfunction.
b. **DO NOT KNOWINGLY ALLOW PARTICIPANTS ON THE ICE IN UNSAFE CONDITIONS.**
   In addition to raising the risk of injury for participants, it could put your club at risk for a lawsuit.

c. At the first sign that a participant is slipping or is unstable, **ENSURE STEPS ARE TAKEN TO ADDRESS THE SITUATION.** Participants who slip or fall once WILL slip and fall again unless action is taken. Appropriate action is situation dependant and may include:
   - Instructing curlers to reduce their movement (e.g., walk slower on the ice) or allowing them additional time to get used to the feel of the surface before attempting to deliver a stone.
   - Fitting participants with grippers for both feet.
   - Placing duct tape on the bottom of Teflon sliders to reduce speed. Use lengthwise strips along the entire slider to decrease slider speed and increase control.
   - As a last resort, removing participants from the ice surface to observe from the warm room.

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**INSTRUCTOR TIP:** If the club does not have a supply of grippers for public use, consider encouraging them to invest in some. In the meantime, keep a supply of thick rubber bands on hand. Wrapping rubber bands around slippery rubber soled shoes can give the participant more traction.

**INSTRUCTOR TIP:** Consider having a supply of hospital booties on hand to use in place of Teflon sliders for individuals who have trouble controlling their movement on a slider.

**INSTRUCTOR TIP:** ALWAYS immediately remove anyone who refuses to follow safety instructions from the ice house.
Some safety considerations may vary between dedicated and arena clubs. Safety considerations specific to arena clubs include the following:

1. **Changing ice surface** - Attempt to pebble the entire ice surface that will be traversed by members of the public in an effort to prevent falls from unexpected changes in the ice surface. In addition, a Zamboni driver will occasionally miss strips and this can cause frosty areas on the ice. This is dangerous for curlers, especially when sweeping.

2. **Uneven ice surface** - Condensation can cause drips to fall to the ice surface and form mounds of ice. Hand scrapers should be kept on hand to fix any ice deformities protruding up as this is a safety hazard.

3. **Unfrozen water on the ice surface**
   a. As arena clubs often have little time to transition from skating to curling ice, be aware of any areas around the hacks or on the playing surface that have not frozen completely.
   b. If the arena only does a “wet cut” with the Zamboni, this can lead to a slippery or greasy ice surface where it is difficult to get footing traction. Ask for a “dry cut,” then sweep the surface with ice brushes and follow up with either a sheepskin or string mop to remove excess snow and ice shavings. The ice can then be pebbled and readied for play.

Recommended guidelines for event participants that should be consistently enforced by all instructors include:

1. Be very careful when moving or standing on the ice. NO RUNNING!
2. Always step on the ice with the gripper (non-slider) foot first.
3. Sliders/booties should only be worn when delivering or waiting to deliver a stone.
   a. Sliders/booties should be removed after a player’s turn to deliver is over or when leaving the ice.
4. When teaching participants to curl using duct tape on their sneakers, grippers should always be worn when not delivering a stone.
5. Be careful when standing up at the end of the delivery. When possible, remove the sliding device first.
6. NEVER sweep on a slider or other sliding device.
7. If you can’t keep up with a stone while sweeping, back off and let it go. Don’t risk a fall on the ice.

**INSTRUCTOR TIP:** Rule of thumb - A slider foot should never be on the ice by itself. Watch new curlers carefully to ensure that they step on the ice with gripper foot and off the ice with slider foot to help prevent accidents.
9. Always carry a broom with the head down (except when delivering a stone). The fabric of the broom can help provide some stability and may break a fall in case a participant loses balance.
10. Use brooms to stop stones. Never stop a stone with your hands. Never use your foot to stop a stone as you can lose your balance and fall.
11. Never push a stone toward someone whose back is turned.
12. DO NOT pick up stones!
13. Make sure your hands are free to break a fall if necessary.
14. No cell phones or electronic devices with ear phones.
15. No alcohol consumption before or during the on-ice session.

Warm Up and Cool Down Routines

Just like any other physical activity, a proper warm up will set the stage for better performance. Warming up may also help avoid injuries such as pulled muscles and sprains.

Warm Up

Dynamic warm ups are moving exercises meant to warm up various muscle groups as well as bring the core body temperature up. These can include, but are not limited to:
- Jogging in place
- Walking lunges
- Arm and leg swings
- Touching toes
- Jumping jacks

Participants who are physically able should be encouraged to participate in dynamic warm-up exercises for approximately five minutes before stepping onto the ice. A club member can be assigned to working a “warm-up” station during an open house or leading the entire group in a learn-to-curl classroom scenario. In addition to potentially limiting injuries, dynamic stretching can be a fun way to get a session started!

Limited static stretching following the dynamic warm-ups may also be included. This should take the form of asking people to try the delivery position (lunge position) in the warm room. As an instructor, this exercise will help you begin to assess the ability of individual participants to perform the traditional delivery on the ice. If they are unable to get down into the delivery position in the warm room, they won’t likely be able to do it on the ice surface. Early identification of individuals who may need accommodations may save time and also save participants from potentially embarrassing situations on the ice.
Cool Down

Static stretching is more useful after curling as a cool down routine. Because curling uses different muscles than regular activity, participants can become very stiff the next day or two. Stretches that focus on the shoulders and legs can help. Examples of appropriate static stretches include quad/hamstring/calf stretches, side bend, etc.

It is important for instructors to make participants aware that they will likely experience sore muscles several days after curling the first time. Letting them know that this is natural, and will diminish each time they curl, may encourage participants who experienced discomfort to give the sport another try.

Responding to Injury

Regardless of the amount of attention clubs pay to safety, instructors need to be prepared to respond to situations in which curlers are injured on the ice or experience health issues while in the curling facility. This includes establishment of emergency procedures and gathering first aid supplies.

First aid supplies and Emergency Phone Numbers

To be prepared for the possibility of injuries, the club should have a stocked first aid kit near the ice surface and list of emergency phone numbers posted in a place where all instructors and members have access. Emergency procedures should be documented. Arena clubs, or clubs attached to ice arenas, usually have access to the emergency resources of the arena. Many times ambulances are in attendance for tournaments. The arena will most likely have detailed emergency procedures including equipment like backboards. If unsure about how to respond, call 9-1-1.

Pre-made first aid kits can be purchased from a variety of retailers. Basic first aid kits should include items such as the following: (needs may vary somewhat by club)

- Adhesive tape
- Antibiotic ointment
- Antiseptic solution or towelettes
- Bandages, including a roll of elastic wrap (Ace, Coban, others) and bandage strips (Band-Aid, Curad, others) in assorted sizes
- Instant cold packs
- Cotton balls and cotton-tipped swabs
- Disposable latex or synthetic gloves, at least two pair
- Duct tape
- Gauze pads and roller gauze in assorted sizes
- First-aid manual
- Petroleum jelly or other lubricant
- Plastic bags for the disposal of contaminated materials
● Safety pins in assorted sizes
● Scissors and tweezers
● Soap or instant hand sanitizer
● Sterile eyewash, such as a saline solution
● Thermometer
● Triangular bandage
● Turkey baster or other bulb suction device for flushing out wounds

Bottom line: Know the emergency procedures of any club at which you volunteer, whether it be your home ice or another club. If your club does not have emergency procedures, consider helping to establish them.
Risk Management

Insurance policies
As injuries cannot always be prevented, clubs should also have adequate insurance protection in place. General liability and medical accident policies can be purchased through the USA Curling or local agencies. Clubs on the East Coast can purchase insurance through the Grand National Curling Club, their regional governing body.

Insurance companies issuing general liability and medical accident coverage policies for curling clubs typically require that all participants in curling events sign a waiver prior to stepping on the ice. In situations where members of the public enter the club to try curling, it is a good policy to position a waiver station by the entrance and require all individuals (whether or not they step on the ice) to sign a waiver. It is possible for observers to trip and fall in the club without ever stepping on the ice. Waivers are typically valid for a 12-month period as noted on the document. Arena clubs may need participants to sign two waivers, one for the club and one for the arena. It may be possible to combine these both on the same page.

Many insurance companies have separate waivers for minors under the age of 18 that need to be signed by a parent or guardian. Communications with participants prior to the events should inform them that minor waivers MUST be signed by parents or guardians, rather than the parent of a friend. The form may also collect information on health insurance and emergency contact information.

It is good practice to deny anyone who has not signed a waiver access to the ice. Most insurance plans have a deductible associated with them. For example, the plan used by many clubs in the United States has a $2,500.00 deductible that is waived for claims where the participant has signed a waiver.

Event Promotion and Advertising

The following methods can be used to advertise events open to the public. These ideas work well for Open Houses, Learn to Curl events, or Skills Clinics.

- **Word of Mouth** - A simple way to advertise your curling club event is to have your members talk about it to their friends, family and co-workers, etc. Encourage them to attend the event.
- **Email** - Sending an email to existing members that includes all the event information and ask them to forward the email to their friends or appropriate email lists can increase attendance at the event. Keep the language simple so non-curlers don’t become intimidated with terminology or language they don’t know.
- **Flyers** - Distributing flyers can be a useful technique to publicize a large event. The flyer must clearly identify the event and provide contact information (website or email address). Flyers can be printed, posted on bulletin boards and handed out to the general public. Remember to
remove any posted flyers after the event. Contact local beer distributors, soda distributors, etc. to see if they would sponsor a large vinyl banner to be posted in the community with details about the event. (See Example of Flyer in Appendix G)

- Social Media Sites - Social Media Sites such as Facebook, Twitter, etc., can be used to publicize large events. Create the event and invite your friends. Basically, you’ll need to provide the same information that was used for flyers.

- Community Advertising - Check with the local newspaper to see what advertising might be available. Most communities have websites now that have “Community Calendars”. Post the event on the calendar. Ask a local reporter or TV station anchor to do a “sports” segment about your club. (This works well in an Olympic year!)

- Community Events - Check with the local Chamber of Commerce and see if any events are coming up that you can advertise the curling event (fairs, parades, community gatherings, targeted groups, clubs, organizations, etc.) Invite the organization members to attend the curling event.

- Community Groups - Contact local colleges and see if they have any off-campus programs set up for students. The Learn to Curl format can be used as fall “mini-class” for students.

Sample event agendas of varying lengths can be found in Appendix H.

Planning Group Sessions - Arenas

Arena curling clubs have the potential to develop revenue streams for corporate or special group sessions although it is more complicated to plan these events because there are three separate entities involved: the arena, the curling club, and the client group.

Group sessions may be arranged by the arena that then contracts with the curling club to actually run the session, or, the curling club may take the lead for promoting and scheduling with the outside groups and contracting with the arena for ice time. Either way, group sessions may be win-win situation financially for both arena and curling club.

The following is an example of a process for organizing group sessions in an arena.

Step 1 - Booking the Event (Financial and Ice)
Determine financial viability. Suggested alternatives are:

1. Booking is through curling club - group pays ice rental and pays acceptable fee to club for service. The club includes the ice rental fee in the invoice then pays the arena.
2. Booking is through arena’s group sales office and club receives a dollar amount per participant (e.g. $10 to $15 per participant for 2 hour session and $20 for 3 hour session). Arena management includes club charge in their price. They invoice the group and pay club.
3. Arena and club run events on a cost charged per head. Various ways this can work:
a. Arena gets all the money collected until acceptable ice fees are recouped, the curling club collects the rest.

b. Arena and club split money collected 50/50 based on number of participants (arena may NOT collect their usual ice fee then).

c. Arena and club split money collected in some other ratio e.g. 60/40.

d. Combining more than one group can make smaller groups viable.

4. Determine ice time considerations. Club representative checks with arena on ice availability

5. If financial and ice time considerations are satisfactory go to Step 2.

Step 2 – Booking the Event (Leaders and Volunteers)

1. Designate an event organizer – one person should function as the event organizer and be the main contact for event and group. At the event, the organizer takes care of the warm room, administration, and makes sure things run smoothly.
2. Ensure there is a lead instructor and head icemaker.
3. Determine the amount of volunteers necessary for the group size – recommend one volunteer for every 4 to 6 attendees. Volunteers can be certified or volunteer instructors.
4. Organize enough volunteers for the group size – two to four of the volunteers have to be strong enough to carry stones.
5. Once it is determined that the appropriate leads and volunteers are available, the event may go ahead.

Step 3 – Prior to the Event

1. Event organizer should confirm group size, youth waivers etc. They should also confirm participant dress, proper footwear, directions to ice area, facilities for spectators, storage of personal items during ice time, method of payment etc.
2. Supplies necessary for group should be available – waivers, instructional aides and materials, registration forms, if necessary.
3. Arrangements may be made for logo/pro shop (merchandise sales) if the pro shop sells curling merchandise; otherwise, the club may arrange to sell their own t-shirts, pins, or other club-specific merchandise.
4. Food and beverage arrangements can be made with social director, if requested.

Step 4 – At the Event

1. Lead instructor and head icemaker determine how many sheets of ice to set up.
2. Warm room is organized for the group with TV or projector if necessary. Key should be obtained and participants advised that they may leave their personal belongings in the locked room.
3. All volunteers except the lead instructor help set up ice during the first part of the session. If possible, ice crew should give notice to the lead instructor when the ice is near ready. After that – everyone is an instructor.

4. The lead instructor teaches in the classroom and may act as the main skill demonstrator for the group. Benefit to this is that volunteer instructors may also watch skill demonstration so everyone is teaching the same way.

5. Lead instructor should ensure that participants get as much game play time as possible – at least two ends.

6. Event organizers/lead instructor should wrap up session with participants by unlocking warm room and thanking group for attending. Additional information on club and leagues etc. should be available. An evaluation of the event may be performed to improve future group sessions.

Step 5 - After the event

1. Event organizer/lead instructor should ensure that waivers are submitted to the appropriate person, event roster is documented in events binder, and final event reconciliation is performed.

2. Event organizer should follow up with group contact and thank them for attending.

See Appendix I for research on recruiting and retaining curlers in arena clubs.
INTRODUCTION

The United States Curling Association (USCA) is committed to encouraging participation and the pursuit of excellence at all levels of the sport. In order to create a safe and positive environment in which curlers can excel, the USCA promotes good sportsmanship and encourages qualities of mutual respect, courtesy, and tolerance. Abuse or harassment of any kind will not be tolerated.

The USA Curling SafeSport Handbook has been developed to protect athletes, volunteers, and staff while participating in events conducted under the auspices of the USCA, including championships, curling camps, and educational clinics. It also applies to individuals who have been certified by the USCA as a coach, instructor, official, or ice maker and are functioning in that capacity either within their club or at a bonspiel or other event. All member clubs are encouraged to use this program as a foundation for club-specific abuse and harassment policies and procedures, as the entire curling community must work cooperatively to promote an environment that is free from such behaviors.

The USA Curling SafeSport Handbook goes into full effect on January 1, 2014. Prior to that time, it is recommended that all individuals participating in USA Curling programs and events comply with the policy and procedures outlined in this document.

Special thanks are given to The Chicago Community Trust for their generous financial support of this program.

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2 The USA Curling SafeSport Handbook was developed based on resources and input from the United States Olympic Committee. Abuse prevention policies and procedures from USA Gymnastics, USA Swimming, and USA Hockey were also used as reference guides. This document replaces the USCA Abuse and Harassment Guidelines (2004).
SECTION 1: ABUSE AND HARASSMENT GUIDELINES

Individuals governed under this policy, including but not limited to USA Curling staff, anyone participating in events conducted under the auspices of the USCA (e.g., championships, camps, educational clinics) and others who have been certified by the USCA as a coach, instructor, official, or ice maker and are functioning in that capacity either within their club or at a bonspiel or other event, shall refrain from misconduct including: sexual abuse, physical abuse, emotional abuse, bullying, harassment, and hazing. Each of these prohibited behaviors is outlined below.

All individuals governed under this policy are obligated to report actual or perceived violations of the USA Curling SafeSport Handbook pursuant to Section 5.

Please note: Certification of coaches, instructors, officials, and ice makers by the USCA does not make those individuals agents or employees of the USCA, and the USCA is not liable for actions of such persons. The USCA’s duty is limited to taking appropriate action to screen such individuals under the circumstances set forth in this Handbook, to investigate allegations, to revoke certification or impose other sanctions where appropriate, and to report complaints to appropriate authorities or to local club personnel or parents where appropriate.

Sexual Abuse and Harassment

This policy prohibits sexual abuse toward children and adults. Any act or conduct described as sexual abuse under federal or state law constitutes sexual abuse for purposes of this Handbook. All sexual contact and sexualized non-contact interactions between an adult and child are considered sexual abuse. Sexual abuse can also occur between two minors. Sexual contact between an older and younger child can be abusive if there is a significant disparity in age, development, or size, or if the younger child is incapable of giving consent.

Examples of sexual abuse toward children include sexual penetration, touching for the purpose of causing sexual arousal or gratification, and non-contact sexual acts such as sexually suggestive electronic or written communications, exposure, or voyeurism. Neither consent of the minor participating in the sexual contact nor mistake as to the minor’s age constitutes an affirmative defense for this behavior.

Sexual abuse and harassment can also be perpetrated against adults. Prohibited acts committed against someone above the age of consent include:
(1) Any touching or non-touching sexual interaction that is (a) nonconsensual or forced, (b) coerced, manipulated, or involves an imbalance of power\(^3\), or is (c) perpetrated in an aggressive, harassing, exploitative, or threatening manner;

(2) Any act or conduct described as sexual abuse or misconduct under federal or state law (e.g. sexual harassment, sexual assault, sexual exploitation, rape).

For both children and adults, sexual abuse or misconduct can consist of both touching and non-touching offenses. Touching offenses include, but are not limited to, unwanted fondling of an individual’s breasts, buttocks, or genitalia; rewards in exchange for sexual favors (e.g., team placement, playing time); sexual assault; and rape. Non-touching offenses can include verbal sexual harassment.

Please note: Romantic or sexual relationships, beginning during the sport relationship, between athletes and those individuals with direct supervisory or evaluative control, or who are in a position of power and trust over the athlete, are prohibited. Except in limited circumstances where no imbalance of power exists, coaches have this direct supervisory or evaluative control and are in a position of power and trust over the individuals they coach.

**Physical Abuse**\(^4\)

Physical abuse includes:

(1) Deliberate contact or non-contact conduct intended to and that results in, or reasonably threatens to cause, physical harm; or

(2) Any act or conduct described as physical abuse or misconduct under federal or state law (e.g. child abuse, child neglect, assault).

Examples of contact offenses prohibited by this Handbook include, but are not limited to: punching, beating, biting, striking, choking, or slapping. Prohibited non-contact offenses include, but are not limited to, isolating an athlete in a confined space (e.g., locking an athlete in a locker); forcing an athlete to assume a painful stance or position for no athletic purpose (e.g. requiring an athlete to kneel on a harmful surface); and withholding, recommending against, or denying adequate hydration, nutrition, medical attention, or sleep.

Physical abuse does not include professionally-accepted coaching methods of skill enhancement, physical conditioning, team building, appropriate discipline, or improving athlete performance.

\(^3\) An imbalance of power is ALWAYS assumed between a coach and an underage athlete. However, an imbalance of power can also occur between two adults.

\(^4\) Bullying, harassment and hazing, defined below, often involve some form of physical abuse.
**Emotional Abuse**

Emotional abuse includes:

1. A pattern of deliberate, non-contact behavior that causes emotional or psychological harm; or

2. Any act or conduct described as emotional abuse or misconduct under federal or state law (e.g. child abuse, child neglect).

Examples of prohibited verbal acts include a pattern of verbal behaviors that attack an athlete personally (e.g., calling them worthless, fat, or disgusting) or repeatedly and excessively yelling at a particular participant in a manner that serves no productive training or motivational purpose. Prohibited physical acts include, but are not limited to, a pattern of physically aggressive behaviors, such as throwing equipment in the presence of participants or punching walls or other objects. Acts that deny attention or support are also prohibited.

Emotional abuse does not include professionally-accepted coaching methods of skill enhancement, physical conditioning, team building, discipline, or improving athletic performance.

**Bullying**

Bullying includes:

1. An intentional, persistent and repeated pattern of physical and/or non-physical behaviors that are intended, or have the reasonable potential, to cause fear, humiliation, or physical harm in an attempt to socially exclude, diminish, or isolate; or

2. Any act or conduct described as bullying under federal or state law.

Examples of bullying prohibited by this Handbook include, but are not limited to, physical behaviors (e.g., hitting, pushing, punching, beating, biting, striking, kicking, choking, or slapping an individual) and verbal and emotional behaviors (e.g., teasing, ridiculing, intimidating; spreading rumors or making false statements; and using electronic communications, social media, or other technology to harass, frighten, intimidate or humiliate).

Bullying does not include group or team activities that are meant to establish normative team behaviors or promote team cohesion. For example, bullying does not include verbal admonitions to encourage team members to train harder and to push through a difficult training regimen within the normal scope of the coach/athlete relationship.

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5 Bullying, harassment, and hazing, defined below, often involve some form of emotional abuse.
Please note: While bullying often occurs between peers, particularly among minor athletes, it is a violation of this policy if a coach or other responsible adult knows of the bullying behavior but takes no action to intervene on behalf of the targeted individuals.

**Harassment**

Harassment includes:

1. A repeated pattern of behavior that (a) is intended to cause fear or humiliation, (b) offends or degrades, (c) creates a hostile environment, or (d) reflects discriminatory bias in an attempt to establish dominance, superiority or power over an individual athlete or group based on gender, race, ethnicity, culture, religion, sexual orientation, mental or physical disability, and/or other protected classes; or

2. Any act or conduct described as harassment under federal or state law.

Examples of harassment prohibited by this Handbook include, but are not limited to, making negative or disparaging comments about an athlete’s sexual orientation, gender expression, disability, religion, skin color, or ethnic traits; displaying offensive materials, gestures, or symbols related to religion or race; and withholding or reducing playing time to an athlete based on his or her sexual orientation.

**Hazing**

Hazing includes:

1. Coercing, requiring, forcing or willfully tolerating any humiliating, unwelcome or dangerous activity that serves as a condition for (a) joining a group or (b) being socially accepted by a group’s members; or

2. Any act or conduct described as hazing under federal or state law.

Examples of hazing prohibited by this Handbook include, but are not limited to: forcing or otherwise requiring the consumption of alcohol or illegal drugs; tying, tapping or otherwise physically restraining an individual; sexual simulations or sexual acts of any nature; extreme sleep deprivation; public displays that are illegal or meant to draw ridicule (e.g. public nudity); beating, paddling, or other forms of physical assault; and excessive training requirements focused on individuals or specific members of a team. Activities that fit the definition of hazing are considered to be hazing regardless of an athlete’s willingness to cooperate or participate.

Please note: While hazing often occurs between peers, particularly among minor athletes, it is a violation of this policy if a coach, or other responsible adult, knows of the hazing behavior but takes no action to intervene on behalf of the targeted individuals.
Other Prohibited Conduct

No individual governed by this Handbook shall:

(1) Provide alcohol to an athlete under the legal drinking age; or

(2) Provide illegal drugs or non prescribed medication to any athlete; or

(3) Encourage or permit an athlete to return to play pre-maturely following a serious injury (e.g., a concussion) without the clearance of a medical professional.
SECTION 2: RECOMMENDED PRECAUTIONS

The USCA recommends taking the following precautions to help ensure a safe environment for youth athletes.

**Parental Supervision**

We encourage all parents/guardians to become as active as possible in USCA-sponsored activities, practices, and other events. The more parents/guardians are involved, the less likely it is that abuse situations will develop.

**Locker Rooms and Changing Areas**

Adults should limit interactions with minors in any environment that is not open and observable when other responsible adults are not present. Whenever feasible, the USCA strongly advises that no adult allow himself or herself to be alone with a child who is not related or alone with any group of children in a private setting such as a locker room or bathroom, while participating in activities sponsored by the USCA. In addition, we encourage coaches, organizers, and others who staff events at which minors are competing to implement the following best practices in order to minimize the potential for misconduct in locker rooms or other changing areas:

- Refrain from undressing in front of athletes of the opposite sex, and be mindful of one’s own state of undress in front of all minors.
- Talk to athletes about the potential for bullying, hazing, and harassment by peers in locker rooms or other areas not immediately visible to the public. Encourage them to inform a responsible adult if anyone is making them feel unsafe or uncomfortable.
- Refrain from using recording devices of any kind, including cameras, video recorders, and cell phones, in changing areas or bathrooms.

**Electronic Communications and Social Media**

Electronic communication between coaches, team leaders, and/or administrators and athletes of all ages should be about team activities and professional in nature. Common sense and discretion should be used when communicating electronically, which includes refraining from posting negative comments or personal information (information that is not common knowledge) about athletes on social networking sites. In addition, the following best practice guidelines have been established to help guide communication between adults and minors:

- The content of any electronic communication should be readily available to share with parents or guardians.
Communications should never contain any language or topics that are sexual or otherwise inappropriate in nature.

Adults should be mindful of the content to which they give minors access on personal social networking pages, such as Facebook.

Coaches, team leaders, and/or administrators frequently take photographs and video of practices and competitions. At times, these photos and/or videos are submitted to local, state or national publications, used in club videos, posted on club or club associated websites, or offered to the families of athletes. It is the default policy of the USCA to allow such practices as long as the athlete or athletes are in public view and such imagery is both appropriate and in the best interest of the athlete and the USCA. Parents/guardians have the right to request coaches, team leaders, and/or administrators refrain from posting or otherwise distributing images of their minor children. These requests must be made in writing.

Note: Events may have media release forms for parents/guardians of minor children which clearly specify the wishes of the parent/guardian.

**Travel**

Travel is often required to participate in bonspiels, playdowns, and/or national championships. In an attempt to reduce the probability of misconduct, the USCA has established the following recommended guidelines for traveling with minor athletes:

- Communicate with parents/guardians about all travel arrangements, and encourage them to accompany their children to events outside of the home club.
- Obtain permission from parents/guardians before transporting minors. Avoid time alone in vehicles with children who are not directly related to you (e.g., children, siblings) whenever possible.
- When driving athletes, have proper safety requirements in place, including a valid driver’s license, proper insurance, and a well-maintained vehicle; comply with state and local laws.
- Pair same sex athletes of similar ages together in hotel rooms. If a coach must share a room with minor athletes of the same gender, written permission must be obtained from the parents/guardians. However, it is strongly advised that a coach not share a room with non-family member athletes (regardless of age).
- To help ensure propriety of minor athletes, unaccompanied female athletes should not be allowed in rooms assigned to male athletes and male athletes should not be allowed in rooms assigned to female athletes. Exceptions may be acceptable in cases of siblings or cousins or when accompanied by a parent, coach, or legal guardian.
- Meetings with minors should occur in an open and observable environment whenever feasible.
- Emergency contact information for each player should be readily accessible.
**Appropriate Physical Contact**

Appropriate physical contact with athletes can be a productive part of the sport of curling. Guidelines for appropriate physical contact are aimed at reducing the potential for misconduct in sport. Although these guidelines are directed primarily toward adult coaches of minor athletes who are not directly related (for example, parent/child), we encourage all adults to adopt these basic principles.

In order to be both safe and appropriate, all physical contact with athletes—whether it is for safety, celebration, or consolation—should meet the following criteria:

1. The physical contact takes place in public;
2. There is no potential for, or actual, physical or sexual intimacies during the physical contact; and
3. The physical contact is for the benefit of the athlete, not to meet an emotional or other need of an adult.

**Safety:** The safety of our athletes is paramount. In some instances, coaches or instructors can make the athletic space safer through appropriate physical contact. This may include positioning an athlete’s body so that he or she more quickly acquires an athletic skill or making athletes aware that they might be in harm’s way because of equipment on the ice.

In non-emergency situations, coaches, volunteers, and officials are encouraged to seek permission of athletes of all ages before touching them in any manner.

**Celebration:** The USCA recognizes participants often express their joy of participation, competition, achievement, and victory through physical acts. We encourage these public expressions of celebration, which include greeting gestures such as high-fives, fist bumps, and brief hugs; and congratulatory gestures such as celebratory hugs, “jump-arounds” and pats on the back for recognition of athletic or personal accomplishment. However, the coach should refrain from touching an athlete in celebratory situations if the athlete appears to be uncomfortable.

**Consolation:** It may be appropriate to console an emotionally distressed athlete (e.g., an athlete who has been injured or has just lost a competition). Appropriate consolation can include publicly embracing a crying athlete, putting an arm around an athlete while verbally engaging him or her in effort to calm the athlete down (“side hugs”), and lifting a fallen athlete off the ice and “dusting them off” to encourage them to continue competition. However, the coach should refrain from touching an athlete in consolatory situations if the athlete appears to be uncomfortable.
SECTION 3: EDUCATIONAL AWARENESS AND TRAINING

Education is a key component of abuse and harassment prevention policies. In addition to providing relevant participants with information on various types of abuse, training helps enhance knowledge of administrators, volunteers, coaches, and others regarding how to minimize the opportunities for abusive situations to occur.

By January 1, 2014, and thereafter, all individuals the USCA formally authorizes, approves or appoints (a) to a position of authority over, or (b) to have frequent contact with athletes must complete the USOC SafeSport online awareness training program prior to participating in and/or preparing for events conducted under the auspices of the USCA, including championships, curling camps, and educational clinics, and/or representing the USCA as a certified coach or Level II instructor within their own club. This includes, but is not necessarily limited to, the following individuals:

- All members of the USA Curling Coaches Association
- All Level III and Level IV Officials, Level II Officials in the Level III Apprenticeship program, and any Level II Officials assigned to a chief umpire or deputy chief umpire role in a USCA championship event
- All Certified Course Conductors in the USCA Instructor program and Level II (or higher) Certified Instructors
- Directors of junior camps and any other junior program receiving financial or administrative support from the USCA
- All USA Curling employees, including High Performance staff, and board members

SafeSport training can be found at http://training.safesport.org/login.aspx. Codes for participation can be obtained from the Director of Sport Education, Growth & Development Manager, and/or the Event Services Manager. The training should take approximately 90 minutes. Successful completion of all quizzes is required.

The program must be completed once every four years or more frequently if required by the High Performance Program or other contractual agreement with USA Curling. Failure to complete the program within 60 days following the end of each four-year period will result in the inability to participate in events conducted under the auspices of the USCA.
SECTION 4: SCREENING PROGRAM

The USCA has implemented a screening program in order to prevent known offenders from being placed in a position of authority in an event or program conducted under the auspices of the organization. Annual background checks will be required of anyone the USCA formally authorizes, approves or appoints (a) to a position of authority over, or (b) to have frequent contact with athletes. This includes, but is not necessarily limited to, the following individuals:

- All members of the USA Curling Coaches Association
- The chair of the organizing committee, chief umpire, and deputy chief umpire for the USCA Junior National Championship
- All Certified Course Conduors in the USCA Instructor program
- All volunteers for junior camps and any other junior program receiving financial or administrative support from the USCA
- All USA Curling employees, including High Performance staff, and board members

Background check registration information can be obtained from the Director of Sport Education, Growth & Development Manager, or the Event Services Manager. (Do not use codes from previous years.) Upon completion, each applicant will receive either a “green light” or “red light” status. While a “red light” finding means the criminal background check revealed information that may suggest the applicant does not meet the criteria to work/volunteer with the USCA, it does not mean the applicant will be automatically disqualified. A designated USA Curling staff member will contact an applicant to discuss a “red light” status before a decision is made. In certain situations, it may be necessary to notify parents or others of the “red light” status. These decisions will be made on a case by case basis.

While passing a background check indicates that no criminal history was found that would disqualify the individual from working with children, it does not mean the individual is necessarily safe to work with children. As such, it is possible that other factors may disqualify an applicant from working or volunteering for an event or program conducted under the auspices of the USCA. Such factors may include having resigned, been terminated, or asked to resign from a position – paid or unpaid - due to complaint(s) of sexual or physical abuse of minors. In certain situations, it may be necessary to notify parents, clubs, and/or regional representatives of such disqualification.

Note: All coaches are required to notify the Director of Sport Education about arrests, indictments, and/or criminal convictions within 30 days of occurrence. Failure to do so will result in an automatic suspension of the individual’s status as a coach in good standing with the USCA for a period of at least one year.
SECTION 5: REPORTING POLICY

Actual or perceived misconduct or wrongdoing as delineated in the USA Curling SafeSport Handbook at an event conducted under the auspices of the USCA must be reported by individuals governed under this policy according to the following guidelines:

(1) All allegations of physical or sexual abuse must be reported to appropriate law enforcement authorities. Please note: Most states have mandatory reporting laws requiring persons holding certain positions, such as a coach, to report suspicions of child physical or sexual abuse; and

(2) All suspected violations must be immediately reported to the person in charge of the event (e.g., chief umpire, camp director) or the second in command if the person in charge is not available or the allegation has been made toward that individual; and

(3) All suspected violations must be reported to USA Curling through the process defined in this Handbook within 48 hours or two business days of occurrence (See p. 14, “How to Report to USA Curling”). It is the policy of USA Curling to immediately report any claims of child physical or sexual abuse to the authorities if a report has not already been made.

Since the USCA does not own, operate, or otherwise control local curling clubs and/or other curling organizations, the USCA has no formal authority over these groups. However, it is the responsibility of persons governed by this Handbook to report violations by an individual who has been certified by USA Curling as a coach, instructor, official, or ice maker if it takes place at a non-USCA event or in a member club (e.g., misconduct by a certified coach at a bonspiel or misconduct by a certified instructor during a junior league). The following reporting process should be followed:

(1) All allegations of physical or sexual abuse must be reported to appropriate law enforcement authorities. Please note: Most states have mandatory reporting laws requiring persons holding certain positions, such as a coach, to report suspicions of child physical or sexual abuse; and

(2) All suspected violations must be reported to the president of the club or in accordance with the club’s SafeSport or other reporting policy. The USCA encourages all clubs to establish guidelines for protection of their curlers from abuse; and
All suspected violations must be reported to USA Curling through the process defined in this Handbook within 48 hours or two business days of occurrence (See p. 14, “How to Report to USA Curling”). It is the policy of USA Curling to immediately report any claims of child physical or sexual abuse to the authorities if a report has not already been made.

Please note: The USCA, its staff members, and/or volunteers will not attempt to evaluate the credibility or validity of a child physical or sexual abuse claim as a condition for reporting to appropriate law enforcement authorities. As necessary, however, representatives of the USCA may ask clarifying questions of the minor or person making the report to adequately report the suspicion or allegation to law enforcement authorities. Out of concern for the protection of youth athletes, the USCA reserves the right to suspend an individual until the matter is investigated and resolved by proper authorities.

How to Report to USA Curling

Reports to USA Curling can be made by (1) clicking the “Report an Incident” link on the USA Curling website, http://www.teamusa.org/USA-Curling/Sport-Education/SafeSport; (2) emailing SafeSport@usacurl.org; or (3) calling (888) CURLERS (287-5377) and speaking to a designated SafeSport coordinator. SafeSport coordinators include the Chief Operating Officer, Growth & Development Manager, and Event Services Manager.

While USA Curling will accept an anonymous complaint, it is strongly encouraged that the following information be included in all reports:

- Name and contact information of complainant
- Type of misconduct alleged
- Name(s) of individuals(s) who allegedly committed the misconduct
- Name(s) of victim(s) of the alleged misconduct
- Approximate date, time, and location the alleged misconduct was committed
- Names of other individuals who might have information regarding the alleged misconduct
- Reasons suggesting that the misconduct has occurred

Confidentiality

The USCA cannot guarantee complete confidentiality of complaints. However, the USCA will strive to ensure that all complaints are handled in a manner that, to the greatest degree possible, protects the rights of all parties. In an attempt to maintain confidentiality of complaints, records shall be produced and/or persons contacted only as may be necessary to process the complaint.
Complainant Protection

Regardless of outcome, USA Curling supports the complainant(s) and his or her right to express concerns in good faith. USA Curling will not tolerate attempts by any individual to retaliate, punish, or in any way harm any individual(s) who reports a concern in good faith. Any such retaliation will be grounds for disciplinary action.

Bad-Faith Allegations

Any individual who alleges misconduct under the USA Curling SafeSport Handbook that, upon review, is determined to be malicious, frivolous, or made in bad faith will be in violation of the policy and subject to disciplinary action. Bad-faith reports may also be subject to criminal or civil proceedings.

How Reported Alleged Violations AreHandled

Reports to USA Curling alleging misconduct or wrongdoing as delineated in Section 1 of the USA Curling SafeSport Handbook, or reports of activities that potentially put athletes, volunteers, staff, or others involved in USCA organizational activities in danger of harm will be handled according to the following process.

(1) Notification: USA Curling shall notify the accused of the alleged misconduct or wrongdoing within five (5) business days of receipt. The accused will be afforded an opportunity to respond to the complaint during the investigation process.

(2) Investigation: USA Curling shall initiate an investigation into the matter. The investigation will be conducted by a USA Curling SafeSport Coordinator, who may utilize the assistance of an outside consultant, if needed. USA Curling will use reasonable efforts to gather all available information regarding the complaint. An effort will be made to conclude the investigation within fifteen (15) days of receipt of the complaint.

(3) Course of Action: Following completion of the investigation, USA Curling may take the following action:

i. Take No Further Action: USA Curling may take no further action on the complaint because of a lack of evidence of any misconduct or wrongdoing. USCA shall notify the accused and the complainant of this determination. The complainant may appeal this determination to the SafeSport Hearing Panel within fifteen (15) days following receipt of notice. The appeal must be made in writing to USA Curling’s Chief Operating Officer.

ii. Immediate Sanction: In instances where the evidence clearly suggests misconduct or wrongdoing, USA Curling may offer the accused a sanction
proportional and reasonable to the violation. Sanctions could include, but are not limited to, temporary or permanent suspension of involvement in USCA events or membership in the organization. USA Curling may impose a time limitation as it determines is applicable for acceptance of the sanction.

iii. Refer to Hearing Panel: USA Curling may report the wrongdoing to a Hearing Panel for adjudication.

(4) Probable Cause Hearing/Immediate Suspension: Notwithstanding Paragraphs (1), (2) and (3) above, if USA Curling is of the opinion that the alleged misconduct or wrongdoing is so egregious or may place an individual or individuals in immediate harm, USA Curling may immediately report the wrongdoing to the USCA SafeSport Hearing Panel for a probable cause hearing. Such hearing shall be held without unreasonable delay. If the Hearing Panel determines that there is probable cause that the misconduct or wrongdoing was committed, it may immediately suspend the accused. In lieu of the probable cause hearing, the accused may accept a voluntary suspension pending final resolution of the matter.

(5) Hearing Panel Composition: The USCA SafeSport Hearing Panel shall consist of three (3) individuals, one of whom shall be an athlete representative. The President of USA Curling shall appoint the Panel members.

(6) Hearing/Decision: The following procedures shall be followed.

i. Notice: The accused shall be informed in writing of the alleged misconduct or wrongdoing.

ii. Evidence: The accused shall be afforded an opportunity to present oral and written evidence. General principles of due process shall apply. If the complainant/victim is a minor, a written report may substitute for the minor’s direct testimony. The rules of evidence will not be strictly enforced; instead, rules of evidence generally accepted in administrative proceedings shall be applied.

iii. Conduct of Hearing: The Hearing Panel may set such rules regarding the proceeding and the conduct of the hearing as it deems necessary. Hearings will not be open to the public. Hearings may be conducted telephonically or by other electronic means. The Hearing Panel may proceed in the accused’s absence if the accused cannot be located or if the accused declines to attend the hearing.

iv. Finding: After considering the evidence presented, the Hearing Panel will make a determination as to whether or not the accused has violated Section 1
of the *USA Curling SafeSport Handbook* or has put athletes, volunteers, staff, or others involved in USCA organizational activities in danger of harm.

v. Sanction: If the Hearing Panel determines that a violation has occurred or that there is danger of harm, the Hearing Panel may impose sanctions it deems appropriate that are proportional and reasonable to the violation. Sanctions may include, but are not limited to, temporary or permanent suspension of involvement in USCA events or membership in the organization.

(7) **Appeals.** The complainant or accused may appeal the decision of the Hearing Panel to the American Arbitration Association, provided that such appeal is filed within thirty (30) days of notice of the Hearing Panel’s determination.

(8) **Ted Stevens Olympic and Amateur Sports Act.** A proceeding that involves denial of an individual’s opportunity to participate in protected athletic competition shall comply with the requirements of the Ted Stevens Olympic and Amateur Sports Act.

(9) **Employees.** An employee of USA Curling accused of any misconduct or wrongdoing as delineated in Section 1 of the *USA Curling SafeSport Handbook*, or accused misconduct or wrongdoing that potentially puts athletes, volunteers, staff, or others involved in USCA organizational activities in danger of harm shall be dealt with pursuant to the USA Curling’s internal employment procedures, and not pursuant to this policy.

**Public Notification**

The USCA’s primary concern is the safety of our members. When warranted, the USCA reserves the right to inform relevant members of the public of the alleged incident (e.g., parents of children who attended an event at which an accused individual coached, members of the club at which the incident took place, president of regional association). As previously noted, public notification may also be warranted based on the arrest or subsequent conviction of an individual.
## Appendix B - Common Curling Terminology

<table>
<thead>
<tr>
<th>Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back Line</td>
<td>A line at the back of the house extending across the width of the sheet, which is parallel to and located 6 ft. from the tee line.</td>
</tr>
<tr>
<td>Biter</td>
<td>A stone that just touches the outer edge of the outside circle of the house.</td>
</tr>
<tr>
<td>Blank End</td>
<td>An end resulting in no score for either team.</td>
</tr>
<tr>
<td>Bonspiels</td>
<td>Curling tournaments</td>
</tr>
<tr>
<td>Burned Stone</td>
<td>A stone in motion touched by a player or any part of a player’s equipment</td>
</tr>
<tr>
<td>Button</td>
<td>The small circle at the center of the house</td>
</tr>
<tr>
<td>Curl</td>
<td>The horizontal distance a stone travels from the thrower’s release point until the stone’s resting point or point of contact with another stone.</td>
</tr>
<tr>
<td>Dead Handle</td>
<td>A stone thrown without sufficient rotation so the eventual turn or amount of curl is uncertain.</td>
</tr>
<tr>
<td>Delivery</td>
<td>The act of putting a stone into play.</td>
</tr>
<tr>
<td>Draw</td>
<td>1) The complete schedule of tournament/bonspiel or league games. 2) A stone delivered with just enough weight to stop in the playing area.</td>
</tr>
<tr>
<td>End</td>
<td>One end is the delivery of all 16 stones (eight per team) to the far house and the agreement of any stones counting by the vices.</td>
</tr>
<tr>
<td>Free Guard Zone</td>
<td>The area between the hog line and the tee line outside of the house</td>
</tr>
<tr>
<td>Freeze</td>
<td>A stone that finishes in front of and next to another stone. In a perfect freeze the two stones are touching.</td>
</tr>
<tr>
<td>Guard</td>
<td>A stone that comes to rest in front of the house.</td>
</tr>
<tr>
<td>Hack</td>
<td>A rubber foothold from which curlers push off to gain speed for the delivery of the stone.</td>
</tr>
<tr>
<td>Hammer</td>
<td>The last stone in an end.</td>
</tr>
<tr>
<td>Heavy Ice</td>
<td>An ice condition where the thrower must throw harder to deliver the...</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hog Line</td>
<td>A throwing foul line located 21 feet from the center of the house. To remain in play, a stone must be released before the near hog line and travel beyond the far hog line.</td>
</tr>
<tr>
<td>Hugged</td>
<td>A term given to a delivered stone that did not reach the hog line on the opposite end of the sheet and is out of play.</td>
</tr>
<tr>
<td>House</td>
<td>The scoring area, 12 feet in diameter.</td>
</tr>
<tr>
<td>Hurry!</td>
<td>A command shouted by the skip or shooter to tell the sweepers to sweep harder.</td>
</tr>
<tr>
<td>In-Turn</td>
<td>For a right handed curler, a clockwise turn that the thrower initiates upon releasing the stone during delivery. For a left-handed curler, the in-turn is counter-clockwise.</td>
</tr>
<tr>
<td>Keen Ice</td>
<td>An ice condition where the thrower must throw softer to deliver the stone to the opposite end of the sheet.</td>
</tr>
<tr>
<td>Lead</td>
<td>The player who delivers the team’s first two stones in an end alternating with the opponent’s lead.</td>
</tr>
<tr>
<td>Out-Turn</td>
<td>For a right handed curler, a counter-clockwise turn that the thrower initiates upon releasing the stone during delivery. For a left-handed curler, the out-turn is clockwise.</td>
</tr>
<tr>
<td>Negative Ice</td>
<td>A playing condition where the ice is sloped and, therefore, the stones do not curl in the expected direction and may fall or swing in the opposite direction.</td>
</tr>
<tr>
<td>Pebble</td>
<td>Frozen water droplets that cover a sheet of curling ice. Curling stones ride on the tips of the pebble. Curling ice is “pebbled” prior to the start of each game.</td>
</tr>
<tr>
<td>Raise</td>
<td>A shot where one stone taps or moves another stone to a different spot on the ice. May also be called a promote.</td>
</tr>
</tbody>
</table>
| Rink       | 1) A curling team, which consists of four members: lead, second, third (or vice skip) and the skip. All players are involved in every shot with one delivering, two sweeping and one calling the strategy.  
                                     2) Another term used to refer to the building that contains the curling ice – curling rink. |
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>The player who delivers a team’s 3rd and 4th stones of an end, alternating with the opponent’s second.</td>
</tr>
<tr>
<td>Sheet</td>
<td>The playing surface for curling – generally meant to refer to a specific area used for one game. A curling rink may have several sheets of ice allowing several games to be played at the same time.</td>
</tr>
<tr>
<td>Shot (stone or rock)</td>
<td>The stone in the house that is closest to the tee at any point in the game.</td>
</tr>
<tr>
<td>Skip</td>
<td>The captain (e.g. quarterback) of the team (rink). The player who normally decides what shots will be played and who typically delivers the last set of two stones in an end, alternating with the opponent’s skip.</td>
</tr>
<tr>
<td>Spinner</td>
<td>A stone thrown with excessive rotation limiting its curl.</td>
</tr>
<tr>
<td>Straight Ice</td>
<td>An ice condition where the stones do not curl very much, or they run straight.</td>
</tr>
<tr>
<td>Sweeping (brushing)</td>
<td>The action of moving a broom or brush back and forth in front of the path of a moving stone to clean or polish the ice surface.</td>
</tr>
<tr>
<td>Swingy Ice</td>
<td>An ice condition where the stones curl more than expected.</td>
</tr>
<tr>
<td>Takeout</td>
<td>A type of shot that requires enough speed to travel to the other end of the sheet and hit another stone hard enough to remove it from play.</td>
</tr>
<tr>
<td>Tee</td>
<td>The center of the house, also referred to as the pin.</td>
</tr>
<tr>
<td>Tee Line</td>
<td>A line extending across the width of the sheet that passes through the center of the house parallel to the hog line and backline.</td>
</tr>
<tr>
<td>Third</td>
<td>The player, also known as the vice skip or vice, who normally delivers the 5th and 6th stones in an end, alternating with the opponent’s vice. This player also traditionally holds the broom and calls line for the skip’s shots.</td>
</tr>
<tr>
<td>Turn</td>
<td>The twist of the stone’s handle upon release that makes the stone travel on a curved path as it travels down the ice. The stone curls in the direction of the turn.</td>
</tr>
<tr>
<td>Vice-Skip</td>
<td>Another name for the third (see third above)</td>
</tr>
</tbody>
</table>
| Weight(s) | The amount of speed that a thrower gives to a curling stone to achieve the skip’s call. There are several types of weights but the two main ones are:
1) Draw – a stone delivered with enough energy so it will stop somewhere in play.
2) Take-out – a stone delivered with enough energy so it will remove another stone from play after hitting it. |
Appendix C - Rules of Curling: Club and Bonspiel Use

These rules are condensed due to space limitations resulting in some variation in numbering and lettering sequences. For complete rules and list of definitions, visit www.usacurl.org.

DEFINITIONS:

Blank end: an end resulting in no score for either team.

Competition: any number of teams playing games to determine a winner.

Courtey line: a line indicating where the sweepers from the non-delivering team are allowed to stand in order to ensure that an umpire can view the hog line and to prevent distraction of a delivering player.

Delivery: the motion a player makes when playing a stone.

Delivery end: the end of the sheet from which the stones are being delivered.

End: a portion of a curling game that is completed when each team has thrown eight stones and/or the score has been decided.

Extra end: an additional end played to break a tie at the end of regulation play.

Free Guard Zone (FGZ): the area at the playing end between the hogline and the tee line, but excluding the house.

Game: two teams playing a specified number of ends to determine a winner.

Hack: the foothold at each end of the ice that is used by a player to start the delivery of a curling stone.

Hog line: a line extending across the width of the sheet that is parallel to and located 21 ft. from each tee line. A stone must be released before it reaches the near hog line and must travel beyond the far hog line, or it shall be removed from play.

House: the area within the concentric circles at each end of the sheet.

Playing end: the end of the sheet to which the stones are being delivered.

Sheet: the specific ice surface upon which a curling game is played.

Scoring: a team scores one point for each of its stones that is within the house and closer to the tee than any stone of the opposing team.

Skip: the player who directs play for the team.

Tee: the exact center of the house.

Vice-skip: the player who directs play for the team when it is the skip’s turn to deliver.
R1. SHEET
For specific measurements, see diagram above or visit www.usacurl.org.

R2. STONES
(a) A curling stone is of circular shape, having a circumference no greater than 36 in., a height no less than 4.5 in., and a weight, including handle and bolt, no greater than 44 lbs. and no less than 38 lbs.
(b) Each team uses a set of eight stones having the same handle color and individually identified by visible markings. If a stone is damaged and becomes unsuitable for play, a replacement stone is used. If a replacement stone is not available, a stone previously delivered in the end is redelivered.
(c) If a stone is broken in play, the teams use the "Spirit of Curling" to decide where the stone(s) should be placed.
(d) If a stone rolls over while in motion, or comes to rest on its side or top, it is removed from play immediately.
(e) Should a handle completely separate from a stone during delivery, the delivering player has the option of either allowing the play to stand, or of redelivering the stone after any displaced stones have been replaced to their original positions.
(f) A stone that does not come to rest completely beyond the inside edge of the hog line at the playing end is removed from play immediately, except when it strikes another stone, in which case it remains in play.
(g) A stone that completely crosses the outside edge of the back line is removed from play immediately.
(h) A stone that touches a divider or a side line is removed from play immediately and is prevented from entering adjacent rinks.
(i) A stone may be measured only visually until the last stone of the end has come to rest, except to determine if a stone is in play, or, prior to playing the second, third, or fourth stone of an end, to determine if a stone is in the Free Guard Zone.
(j) Teams are not to make alterations to, nor place any object on or over, their game stones.

R3. TEAMS
(a) A team is composed of four players. Each player delivers two stones, in consecutive order in each end, while alternating with an opponent.
(b) A team declares its delivery rotation, and the skip and vice-skip positions, prior to the start of a game and maintains that rotation and those positions throughout that game.
(c) If a player is missing at the start of a game, the team may either:
   (i) start the game with three players, the first two players delivering three stones each, and the third player delivering two stones, in which case the missing player may enter the game in the declared delivery rotation and position at the start of an end; or
   (ii) start the game using a qualified alternate.
(d) Where a player is unable to continue to play in a game, the team may either:
   (i) continue play with the remaining three players, in which case the player who left the game may re-enter at any time provided that the returning player’s two stones are delivered within the team’s declared delivery
rotation in that end. A player may leave and return to a game only one time in any game; or

(ii) bring in a qualified alternate at the beginning of an end, in which case the delivery rotation and the skip and vice-skip positions may be changed (the revised rotation of play applying for the remainder of that game), and the replaced player may not re-enter the game.

(e) A team may not play with fewer than three players, all players delivering all their allocated stones in each end.

(f) A team may not use more than one qualified alternate in a game.

(See www.usacurl.org for rule if player is not able to deliver players' stone in an end.)

R4. POSITION OF PLAYERS

(a) Non-Delivering Team:

(i) During the process of delivery the players take stationary positions along the sidelines between the courtesy lines. However:

1) the skip and/or vice-skip may take stationary positions behind the back line at the playing end, but must not interfere with the choice of place of the skip or vice-skip of the delivering team, and

2) the player who is to deliver next may take a stationary position to the side of the rink, behind the hacks, at the delivering end.

(ii) The non-delivering team players must not take any position, nor cause any motion, which could obstruct, interfere with, distract or intimidate the delivering team. If such an action occurs, or an external force distracts a player during delivery, that player has the option of allowing the play to stand, or of redelivering the stone after all displaced stones have been replaced to their original positions.

(b) Delivering Team:

(i) The skip, or the vice-skip when it is the skip's turn to deliver, is in charge of the house.

(ii) The player in charge of the house is positioned inside the hog line, and on the ice surface of the playing end of the team's sheet, while the team is in the process of delivery.

(iii) The players who are not in charge of the house or delivering a stone take a position to sweep.

R5. DELIVERY

(a) Unless predetermined, or decided by the Last Stone Draw (LSD), the teams opposing each other in a game use a coin toss to determine which team delivers the first stone in the first end, after which the team that most recently scored delivers the first stone in the next end.

(b) Unless predetermined, the team playing the first stone of the first end has the choice of stone handle color for that game.

(c) Right-handed deliveries are delivered from the hack on the left of the center line and left-handed deliveries are delivered from the hack on the right of the center line. A stone delivered from the wrong hack is removed from play, and any displaced stones are replaced to their original positions by the non-offending team.

(d) A stone must be clearly released from the hand before it reaches the hog line at the delivering end. If the player fails to do so, the stone is immediately removed from play by the delivering team.
(e) If a hog line violation stone is not immediately removed and strikes another stone, the delivered stone is removed from play by the delivering team, and any displaced stones are replaced to their original positions by the non-offending team.

(f) A stone is in play when it reaches the tee line at the delivering end. A stone that has not reached the tee line at the delivering end may be returned to the hack and redelivered.

(g) All players must be ready to deliver their stones when their turn comes, and not take an unreasonable amount of time to play.

(h) If a player delivers a stone belonging to the opposing team, that stone is allowed to come to rest, and is then replaced by a stone belonging to the delivering team.

(i) If a player delivers a stone out of proper rotation, the end continues as if the mistake had not occurred. The player who missed a turn delivers the last stone for that team in that end. If it cannot be determined which player delivered out of proper rotation, the player who delivered the first stone in the end for that team delivers the last stone for that team in that end.

(j) If a player inadvertently delivers too many stones in one end, the end continues as if the mistake had not occurred and the number of stones allocated to the last player of the offending team shall be reduced accordingly.

(k) If a team delivers two stones in succession in the same end:
   
   (i) The second stone is removed and any displaced stones replaced to their original positions by the non-offending team. The player, who delivered the stone played by mistake, redelivers it as the last stone for the team in that end.

   (ii) Should the infraction not be discovered until after the delivery of a subsequent stone, the end is replayed.

R6. FREE GUARD ZONE (FGZ)

(a) A stone that comes to rest between the tee line and the hog line at the playing end, excluding the house, is deemed to be within an area designated as the FGZ. Also, stones that are in play, on or before the hog line, after striking stones in the FGZ, are deemed to be in the FGZ.

(b) If, prior to the delivery of the fifth stone of an end, a delivered stone causes, either directly or indirectly, an opposition stone to be moved from the FGZ to an out-of-play position, then the delivered stone is removed from play, and any displaced stones are replaced to their original positions by the non-offending team.

R7. SWEEPING

(a) The sweeping motion is in a side-to-side direction (it need not cover the entire width of the stone), deposits no debris in front of a moving stone, and finishes to either side of the stone.

(b) A stationary stone must be set in motion before it can be swept. A stone set in motion by a delivered stone, either directly or indirectly, may be swept by any one or more of the team to which it belongs anywhere in front of the tee line at the playing end.

(c) A delivered stone may be swept by any one or more of the delivering team anywhere in front of the tee line at the playing end.
(d) No player may sweep an opponent’s stone except behind the tee line at the playing end, or start to sweep an opponent’s stone until it has reached the tee line at the playing end.

(e) Behind the tee line at the playing end, only one player from each team may sweep at any one time. This may be any player of the delivering team, but only the skip or vice-skip of the non-delivering team.

(f) Behind the tee line, a team has first privilege of sweeping its own stone, but it must not obstruct or prevent its opponent from sweeping.

(g) If a sweeping violation occurs, the non-offending team has the option of allowing the play to stand, or of placing the stone, and all stones it would have affected, where they would have come to rest had the violation not occurred.

R8. TOUCHED MOVING STONES

(a) Between the tee line at the delivering end and the hog line at the playing end:

   (i) If a moving stone is touched, or is caused to be touched, by the team to which it belongs, or by its equipment, the touched stone is removed from play immediately by that team.

   (ii) If a moving stone is touched, or is caused to be touched, by an opposition team, or by its equipment, or by an external force:

       1) If the stone was the delivered stone, it is redelivered

       2) If the stone was not the delivered stone, it is placed where the team to which it belongs reasonably considers it would have come to rest had it not been touched.

(b) Inside the hog line at the playing end:

   (i) If a moving stone is touched, or is caused to be touched, by the team to which it belongs, or by its equipment, all stones are allowed to come to rest, after which the non-offending team has the option to:

       1) Remove the touched stone, and replace all stones that were displaced after the infraction to their original positions; or

       2) Leave all stones where they came to rest; or

       3) Place all stones where it reasonably considers the stones would have come to rest had the moving stone not been touched.

   (ii) If a moving stone is touched, or is caused to be touched, by an opposition team, or by its equipment, all stones are allowed to come to rest, after which the non-offending team places the stones where it reasonably considers the stones would have come to rest, had the moving stone not been touched.

   (iii) If a moving stone is touched, or is caused to be touched, by an external force, all stones are allowed to come to rest, and then placed where they would have come to rest if the incident had not occurred. If the teams cannot agree, the stone is redelivered after all displaced stones have been replaced to their original positions. If agreement on the original positions cannot be reached, the end is replayed.

R9. DISPLACED STATIONARY STONES

(a) If a stationary stone, which would have had no effect on the outcome of a moving stone, is displaced by a player, it is replaced in its original position by the non-offending team.
(b) If a stationary stone, which would have had no effect on the outcome of a moving stone, is displaced by an external force, it is replaced in its original position, with agreement of the teams.

(c) If a stone which would have altered the course of a moving stone is displaced by a player, all stones are allowed to come to rest and then the non-offending team has the option to:

   (i) Leave all stones where they came to rest; or

   (ii) Remove the stone whose course would have been altered from play and replace in their original positions any stones that were displaced after the violation; or

   (iii) Reasonably place stones in the positions they would have come to rest had a stone not been displaced.

(d) If a stone which would have altered the course of a moving stone is displaced by an external force, all stones are allowed to come to rest, and are then placed in the positions in which they would have come to rest had a stone not been displaced. If the teams cannot agree, the stone is redelivered after all displaced stones have been replaced to their original positions. If agreement on the original positions cannot be reached, the end is replayed.

(e) If a displacement is caused by stones deflecting off the rink dividers, the stones are replaced to their original positions by the non-delivering team.

R10. EQUIPMENT

(a) No player shall cause damage to the ice surface by means of equipment, hand prints or body prints.

(b) Teams must not use electronic communication equipment, or any device to modify the voice, during a game.

(d) A player may change the type of brush or synthetic broom at any time during a game, provided there is no delay. A player choosing to sweep with a corn broom must use only that style of broom during the entire game.

(e) The use of a delivery stick shall be restricted as follows:

   (i) May not be used in any USCA National Championship or any qualifying event, except wheelchair events.

   (ii) Players choosing to deliver with a delivery stick must use that device for the delivery of all their stones during the entire game.

   (iii) The stone must be delivered along a straight line from the hack to the intended target.

   (iv) The stone must be clearly released from the delivery stick before the stone has reached the hog line at the delivering end.

   (v) A delivery stick shall not convey any mechanical advantage other than acting as an extension of the arm/hand.

R11. SCORING

(a) The result of a game is decided by a majority of points at the completion of the scheduled ends of play, or when a team concedes victory to its opponent, or when one team is mathematically eliminated. If the score is tied at the completion of the scheduled ends, play continues with extra end(s) and the team that scores first wins the game.

(b) At the completion of an end (when all stones have been played), a team scores one point for each of its own stones located in or touching the house that are closer to the tee than any stone of the opposition.
(c) The score of an end is decided when the skips or vice-skips in charge of the house agree upon the score. If stones that may have affected the points scored in an end are displaced prior to that decision, the non-offending team receives the benefit that might have accrued from a measurement.

(d) When determining the score of an end, if teams cannot visually decide which stones are closer to the tee, or whether a stone is touching the house, a measuring device is used. Measurements are taken from the tee to the nearest part of the stone. The person in charge of the house from each team is allowed to observe any measurement that is made by a measuring device.

(e) If two or more stones are so close to the tee that it is impossible to use a measuring device, the determination is made visually.

(f) If a decision can not be reached, either visually or with a measuring device, the stones are considered equal, and:

(i) If the measure was to determine which team scored in the end, the end is blanked

(ii) If the measure was to determine additional points, only the stones closer to the tee are counted.

(g) Should an external force cause the displacement of stones that would have affected the score prior to agreement of the score, the following applies:

(i) If the displaced stones would have determined which team scored in an end, the end is replayed.

(ii) If a team secured a point(s), and the displaced stone(s) would have determined if an additional point(s) was scored, that team has the option of replaying the end or of keeping the point(s) already secured.

(h) A team concedes a game only when it is the delivering team. When a team concedes the game before the completion of an end, the score of the end is determined at that time, in the following manner:

(i) If both teams still have stones to be delivered, "X"s are placed on the scoreboard.

(ii) When only one team has delivered all of their stones:

(1) If the team that delivered all of its stones has the stone(s) counting, no points are given, "X"s are placed on the scoreboard.

(2) If the team that did not deliver all of its stones has stone(s) counting, these points are given and placed on the scoreboard.

(3) If no stones are counting, "X"s are placed on the scoreboard.

(i) If a team does not commence play at the designated time, the following takes place:

(i) If the delay of the start of play is 1-15 minutes, then the non-offending team receives one point, and will have last stone in the first end of actual play; one end is considered completed.

(ii) If the delay of the start of play is 15-30 minutes, then the non-offending team receives one additional point, and last stone advantage in the first end of actual play; two ends are considered completed.

(iii) If play has not started after 30 minutes, then the non-offending team is declared the winner by forfeit.

(j) The final score of a forfeited game is recorded as "W – L" (win – loss).

**R12. INTERRUPTED GAMES**

If for any reason, a game is interrupted, the game recommences where play was stopped.

R16. INAPPROPRIATE BEHAVIOR
Improper conduct, foul or offensive language, equipment abuse, or willful damage on the part of any team member is prohibited. Any violation may result in suspension of the offending person(s) by the curling organization having jurisdiction.

[Updated 10.10.11]
### Appendix D - Quick Guide to Teaching the Base Delivery

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Flat Foot – 4 Step</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drill 1</strong>&lt;br&gt;Slider Foot Placement</td>
<td>1. Demonstrate and explain foot placement for balance with participants lined up along side or back boards (also works in warm room).&lt;br&gt;2. Practice delivery position and stretches to include extension of trailing leg.</td>
</tr>
<tr>
<td><strong>Drill 2</strong>&lt;br&gt;Hack Position</td>
<td>1. Demonstrate proper way to enter hack from behind after seeing the shot called (review three signals of shot calling).&lt;br&gt;2. Demonstrate proper hack position (review).&lt;br&gt;3. Explain that proper hack position is necessary every time they enter the hack.</td>
</tr>
<tr>
<td><strong>Drill 3</strong>&lt;br&gt;Two Stone Slide</td>
<td>1. Demonstrate 2 stone slide drill.&lt;br&gt;2. Participants practice drill to achieve proper slider foot position.</td>
</tr>
<tr>
<td><strong>Drill 4</strong>&lt;br&gt;One Stone and One Sliding Device</td>
<td>1. Replace 1 stone with a sliding device (stabilizer or broom).&lt;br&gt;2. Demonstrate abbreviated slide with sliding device.&lt;br&gt;3. Participants can try both stabilizer and broom or adjustments of sliding device.</td>
</tr>
<tr>
<td><strong>Drill 5</strong>&lt;br&gt;Mechanics and Timing of Base Delivery</td>
<td>1. Demonstrate 4 steps of delivery mechanics:&lt;br&gt;   a. Forward press&lt;br&gt;   b. Hips up&lt;br&gt;   c. Hips back&lt;br&gt;   d. Push and slide&lt;br&gt;2. Have participants practice delivery mechanics with progressively more leg drive.&lt;br&gt;3. Participants can try various sliding devices or adjustment of sliding devices.</td>
</tr>
<tr>
<td><strong>Drill 6</strong>&lt;br&gt;Grip, Handle, Release</td>
<td>1. Explain difference between spinner, dead handle and proper rotation.&lt;br&gt;2. Demonstrate base grip, turn signals, and release.&lt;br&gt;3. Have them practice cross sheet in pairs.</td>
</tr>
<tr>
<td>Additional Drills Before Game Play</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Drill 7</strong></td>
<td></td>
</tr>
<tr>
<td>Novice (Open Stance)Sweeping</td>
<td>1. Demonstrate and explain novice sweeping technique.</td>
</tr>
<tr>
<td></td>
<td>2. Participants practice sweeping as a group on stone pushed by instructor.</td>
</tr>
<tr>
<td><strong>Drill 8</strong></td>
<td></td>
</tr>
<tr>
<td>Base Delivery with Release and Sweeping</td>
<td>1. Put everything together to include sweepers.</td>
</tr>
<tr>
<td></td>
<td>2. Participants release stone at a target broom with correct turn.</td>
</tr>
<tr>
<td></td>
<td>3. Target broom can be just over near hog line to start.</td>
</tr>
<tr>
<td></td>
<td>4. At least one shot should be full sheet before game play.</td>
</tr>
</tbody>
</table>
### 10 Commonly Observed Faults

<table>
<thead>
<tr>
<th>Fault</th>
<th>Fix</th>
<th>Fault</th>
<th>Fix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unsteadiness</td>
<td>Balance</td>
<td>6 Not sliding at broom</td>
<td>Alignment</td>
</tr>
<tr>
<td>2 Knee slide</td>
<td>Balance</td>
<td>7 Drifting</td>
<td>Alignment, Balance</td>
</tr>
<tr>
<td>3 Body tipped to side</td>
<td>Balance</td>
<td>8 No weight control</td>
<td>Balance, Timing</td>
</tr>
<tr>
<td>4 Wobbly slider foot</td>
<td>Balance, Timing</td>
<td>9 Improper rotation</td>
<td>Curl</td>
</tr>
<tr>
<td>5 Slider foot not behind rock</td>
<td>Balance, Timing</td>
<td>10 Takes stone off-line on release</td>
<td>Curl, Balance</td>
</tr>
</tbody>
</table>

Use this checklist to determine if there is an alignment issue. Circle “yes” or “no” for each item. For those items with a “yes” use the drills in the right-hand column to assist curlers with their alignment.

## Alignment

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Drill (Fix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hack foot (thigh &amp; knee) in proper position</td>
<td>Yes, No 2</td>
</tr>
<tr>
<td>Hips &amp; shoulders square to broom</td>
<td>Yes, No 2</td>
</tr>
<tr>
<td>Slider foot flat, heel to toe</td>
<td>Yes, No 2</td>
</tr>
<tr>
<td>Stone centered on LOD</td>
<td>Yes, No 2, 4, 5</td>
</tr>
<tr>
<td>Press, draw back and slide forward are on LOD</td>
<td>Yes, No 5</td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
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___________________________________________________________________________________
___________________________________________________________________________________
Use this checklist to determine if there is a balance issue. Circle “yes” or “no” for each item. For those items with a “yes” identify the cause of the issue (center columns) and use the drills in the right-hand column to assist curlers with their alignment.

**Balance- Delivery**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Fault</th>
<th>Fault</th>
<th>Drill (fix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back parallel to ice in hip elevation</td>
<td>Yes</td>
<td>No Hips above shoulders</td>
<td>5</td>
</tr>
<tr>
<td>Slide foot moves in tandem with stone</td>
<td>Yes</td>
<td>No Lags behind</td>
<td>5</td>
</tr>
<tr>
<td>Slide foot (heel) centered under chest</td>
<td>Yes</td>
<td>No Not far enough under</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Foot (leg) externally rotated if possible</td>
<td>Yes</td>
<td>No Not turned when able</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Body straight and squared in slide</td>
<td>Yes</td>
<td>No Tipped to broom</td>
<td>4,5</td>
</tr>
<tr>
<td>Broom position</td>
<td>Good</td>
<td>No Too far forward</td>
<td>4,5</td>
</tr>
</tbody>
</table>

Use this checklist to determine if there is a grip, turn, or release issue. Evaluate each area and circle the relevant corresponding item. For those areas with an issue, use the drills in the right-hand column to assist curlers with their alignment.

**Grip, Turn, Release**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Fault</th>
<th>Fault</th>
<th>Drills (Fix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper grip</td>
<td>Yes</td>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Wrist position</td>
<td>OK</td>
<td>Too high</td>
<td>6</td>
</tr>
<tr>
<td>Handle position</td>
<td>10:00 or 2:00</td>
<td>Too straight</td>
<td>5,6,8</td>
</tr>
<tr>
<td>Handle position held till release point</td>
<td>Yes</td>
<td>Moving prior to release</td>
<td>8</td>
</tr>
<tr>
<td>Elbow slightly bent</td>
<td>Yes</td>
<td>Too straight</td>
<td>5,7,8</td>
</tr>
<tr>
<td>Number of revolutions for draw</td>
<td>OK (2 to 3)</td>
<td>High</td>
<td>8</td>
</tr>
</tbody>
</table>
Appendix F - Sample Participant Email

Dear Open House Attendee:

You should plan to arrive approximately 10 minutes prior to your scheduled start time to check-in and sign waivers. Please note that anyone under 18 must have a waiver signed by a parent or guardian. We encourage participants under the age of 18 to bring a helmet.

Please wear warm clothes that are easy to move in and bring (don’t wear) clean sneakers and gloves. The cost for attending the Open House is $10 per person or $25 per family (cash or check only). On-ice time slots are scheduled for a 1/2 hour. However, if ice is available, you are welcome to stay as long as you like.

The Curling Club is located on Curling Way in Town X. [Provide driving directions.] The Curling Club is at the backside of the parking lot down a hill. If you are coming by train, the Town X station typically has taxis waiting on the street above the tracks. Just walk up the stairs and you should see them.

Feel free to let me know if you have any questions. Also, please let us know if there is any reason you cannot make your scheduled appointment. We look forward to seeing you there.
Appendix G - Example of Flyer

[Name of your Curling Facility]

Teambuilding

With the [Your Curling Club Name Here]

Curling – a game of strategy, skill and finesse

The ultimate team sport

**Participants:**
Please wear warm, loose fitting clothing (e.g. track pants or sweatpants) and rubber soled athletic or walking shoes such as tennis shoes.

Equipment is provided.

**Itinerary:**

**Classroom:** Introductions
- Session Objectives
- What is Curling?
  - Basics of the game
  - Oh, the strategy of it all!
- Focus on Curling Team
  - Player Positions - each has a job to do!
  - Communication, etiquette and ethics

**On Ice:** Warm up and safety
- Equipment/Playing surface
- Curling Delivery – throwing the stone
- Sweeping
- Mixing it up – into teams you go!
- Playing the game – working together!!

**Your Curling Club – Fun is just a stone’s throw away!**

Contact president@yourcurlingclub.com for more information.
Appendix H - Sample Event Agendas

Two Hour Learn to Curl

University of Notre Dame Learn to Curl Sessions

Off-Ice Introduction - 10 minutes
Short introduction and explanation of Notre Dame’s mission for curling in South Bend
Show 6 minute Dare to Curl video, [http://www.youtube.com/watch?v=cxCH8CGqx88&feature=relmfu](http://www.youtube.com/watch?v=cxCH8CGqx88&feature=relmfu)

Video Link:
Instructions:
1. Follow this link: [https://www.yousendit.com/transfer.php?action=download&ufid=T2dmTmZVMVhOQnp2WnRVag](https://www.yousendit.com/transfer.php?action=download&ufid=T2dmTmZVMVhOQnp2WnRVag)
2. Click the “download now” button and save the file to your desktop (the download takes a few minutes).
3. Find the file on your computer’s desktop, play it and enjoy the new video!
4. Did you download the file but are unable to view it? You may need to install or update your version of QuickTime (a free download) to view the video. You can do that at [http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/) (Download QuickTime 7; click the download now button).

Or briefly explain the game, and equipment
Talk about on ice safety (they have step on sliders)

On-Ice
- In a large group demonstrate the slide using stabilizers, with emphasis on the balance point for the slider. Break into 8 groups and practice skill at each hack. 10 minutes
- In a large group demonstrate the slide with broom and stone, do not release stone. Break into small group and practice skill. 15 minutes
- In a large group demonstrate grip, turn, and release. Discuss turns and signals. Discuss line of delivery to broom. Practice skill cross sheet. 10 minutes
- Put it all together by having them slide at a target held at mid ice, with at hand signal, releasing stone. 15 minutes
- In a large group, demonstrate proper sweeping technique.
- Practice sweeping in the group of three. One pushes stone, two sweep, rotate 1/3 of the way down sheet. 15 minutes
- Demonstrate a shot with skip and sweepers.
- Discuss Rules, etiquette of curling, break into teams and play 2 ends.
Two Hour Corporate Event

1. 15 Minute Warm Room
   a. Pass out grippers/tape shoes, sign waivers, name tags, etc.
   b. Welcome
   c. Video
   d. Safety

2. 5-10 Minutes: Intro On Ice
   a. Pass out brooms/have participants stand on boards
   b. Step onto ice – brooms down – safety
   c. Walk to hog line – explain pebble
   d. Have participants line up lengthwise along sheet so they can see the hack and the house.
   e. Use four instructors to demo ONE complete delivery – with skip & sweepers while one instructor describes the process
   f. Have participants go to sideboard & get into slide position: focus on flat slide foot, weight on slide leg, trail leg straight behind, shoe laces on ice, knees off the ice, etc.
   g. Divide participants into groups & go to hacks

3. 15-20 Minutes: Balance & Delivery
   a. Use Step On Sliders
   b. 1 Stabilizer & 1 Stone
   c. Have instructor demo the following IN SLOW MOTION:
   d. Step into hack from behind
   e. Slider foot forward – heel to toe with hack foot – flat on ice
   f. Squat comfortably
   g. Grab stabilizer & stone
   h. Elevate hips then push out into position you were in at the boards
   i. Be sure they step off slider before trying to get up
   j. Always have a skip at the hog line providing the target broom & keep reminding that they will always throw to the target broom
   k. Then call for 1st volunteer
   l. Repeat the explanation as you talk them thru their attempts - using correct vocabulary
   m. Discuss how each successive slide should generate more leg drive & talk about hog lines with regard to release & distance down ice, throwing with legs, and not arms, etc.
   n. DO NOT RELEASE ROCKS – there are people at the other end
   o. After 2 tries each: Add weight transfer and full cadence while continuing to discuss leg drive, etc.
   p. After 2 more tries: Have a rock catcher at the hog line with the skip
   q. Let them release rocks – focus on Line of Delivery/Target Broom, etc.

4. 5-10 Minutes: Grip/Turn/Release
a. Demonstrate Grip, explain turns, release point, etc.
b. Cross Ice Drill (play catch along width of sheet) with a partner
c. Then go back to hack & do 2 complete deliveries – instructors can be positioned ½ way down ice

5. 5-10 Minutes: Sweeping
   a. Line participants up along center line on opposite sides
   b. Show the running surface of the rock
   c. Demo how to position feet, hold the broom & place it on the ice
   d. “Push the rock drill”: instructor pushes rock, while participants sweep; go half way; turn around, have participants stay on same side so they sweep both ways, return to hack – be sure to tell them NOT TO RUN after the rocks
   e. Alternate throwers & sweeps within the group with target broom ½ way down ice
   f. Explain starting position of sweepers, who sweeps closer to rock, communication, etc. while they’re doing this to save time

6. 50-60 Minute Game
   a. When all the groups have caught up or time limit has been reached – call everyone to starting hacks, flip coin, assign positions and begin game
   b. Have an instructor in the house helping the skip & an instructor at the hack helping throwers as well as an additional instructor helping the sweepers (walking up the ice with them).
   c. After the 1st end, call everyone to the house to explain scoring
   d. Rotate positions to try to give multiple people a chance to be in the house

**Help participants with “Photo shoots”
Have warm room people register those who wish to join & be sure snacks are ready when the participants get off the ice, and collect grippers.
Two Week Instructional Learn to Curl

Learn to Curl - Madison Curling Club

AGENDA

Session 1: Balance and Delivery

1. 108 Minutes
   a. 8 minutes - Brief History of Curling – Dare to Curl Video
   b. 10 minutes - Exercise – Stretching
   c. 5 minutes - Basic Equipment - Broom, Shoes, Sliders, Stabilizers, Sticks
   d. 5 minutes - Introduce Ice Surface – ice, rocks, pebbling, sweeping
   e. 20 minutes - Balance-2 rocks, then 1 rock with broom or stabilizer; demonstrate stick delivery
   f. 20 minutes - Delivery form – Alignment, foot position, rock position, slide, turns, release
   g. 20 minutes – Full sheet delivery: Alignment, foot position, rock position, slide, turns, release
   h. 20 minutes – Practice throwing full sheet to target at other end

2. Refreshments & Questions???

Session 2

1. 125 Minutes
   a. 5 minutes – Exercise
   b. 20 Minutes – Review Balance, Delivery, alignment with target
   c. 10 minutes – Discuss weight, communication
   d. 15 minutes- Sweeping Techniques
   e. 20 minutes - Full Sheet Delivery with Sweeping
   f. 40 minutes – Pick teams, play a few ends (usually 2 to 3 ends)
   g. 15 minutes – evaluations, questions, refreshments
### Three Week Instructional Mini-League

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topics and Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants come one hour before game time. 30 minutes of off-ice instruction, then 30 minutes of on-ice practice and drills followed by a coached game (2 hours).</td>
<td></td>
</tr>
<tr>
<td>Class 1</td>
<td>Introduction Field of Play Curling teams and games</td>
<td>Classroom – Curling ice (pebble, water, feel), curling lines (field of play), teams, positions, games and ends, Game flow – keeping curling games on time, where to stand, be ready when it’s your turn to throw, On-ice – review safety plus delivery including alignment and balance, review of basic skips signals, throwing at the broom, some drills you can do on your own, when and how to practice</td>
</tr>
<tr>
<td>Class 2</td>
<td>Basic Rules and Etiquette Sweeping</td>
<td>Classroom – Basic rules – free guard zone, burned rocks – moving and stationary, sweeping behind the tee, Etiquette – compliment good shots, Spirit of Curling, handshakes, curling is a small world, Sweeping – judging weight (who does it?), basic weight calls for sweepers (zones – especially for guards), On-ice – continued review of delivery including alignment and balance, throwing at the broom, some drills you can do on your own, Sweeping – reminder to face the direction you are moving, judging weight, basic weight calls for sweepers (guards, house)</td>
</tr>
<tr>
<td>Class 3</td>
<td>Basic Strategy</td>
<td>Classroom – ice reading, broom placement and additional signals you may see. Introduction to SHEETZ and basics of where to play with hammer versus no hammer, On-ice – putting it all together in game play including practicing weight judge and line calls. Celebrating shots made!</td>
</tr>
</tbody>
</table>
Five Week Instructional Mini-League

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topics and Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Participants come one hour before game time. 30 minutes of off-ice instruction, then 30 minutes of on-ice practice and drills followed by a coached game (2 hours).</td>
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<tr>
<td>Class 1</td>
<td>Introduction</td>
<td>Classroom – Curling ice (pebble, water, feel), curling lines (field of play), teams, positions, games and ends, Game flow – keeping curling games on time, where to stand, be ready when it’s your turn to throw, On-ice – review safety plus delivery including alignment and balance, review of basic skips signals, throwing at the broom, some drills you can do on your own, when and how to practice</td>
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<td>Field of Play</td>
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<td></td>
<td>Curling teams and games</td>
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<tr>
<td>Class 2</td>
<td>Basic Rules and Etiquette</td>
<td>Classroom – Basic rules – free guard zone, burned rocks – moving and stationary, sweeping behind the tee, Etiquette – complimenting good shots, Spirit of Curling, handshakes, curling is a small world, Sweeping – judging weight (who does it?), basic weight calls for sweepers (zones – especially for guards), On-ice – continued review of delivery including alignment and balance, throwing at the broom, some drills you can do on your own, Sweeping – reminder to face the direction you are moving, judging weight, basic weight calls for sweepers (guards, house)</td>
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<td>Sweeping</td>
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<td>Class 3</td>
<td>Balance, Target</td>
<td>Classroom – More on skips signals, aligning with broom, identifying whether they are on or off the broom, being inside or outside the broom. Line calling – what is the break?, On-ice – review of delivery including balance and alignment, Sweeping – reminder to face the direction you are moving, judging weight, basic weight calls for sweepers (guards, house), In the house – reading ice, where to stand if you are calling shots, where to stand if you are the opposing skip/third, identifying whether they are on or off the broom and when to call sweeping, where to stand if you are calling line.</td>
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<td>Reading Ice</td>
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<td>Line calling – the break</td>
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</tbody>
</table>
| Class 4 | Strategy basics  
Plan B  
Basic House Mechanics | Classroom – Hi Sea and elements affecting shot selection, plan B, making decisions on the fly, team communication to help with plan B, basic house mechanics for (how to enter, exit, position and move in the house effectively, Hit weights, signals you might see, using stop watches On-ice – how fast is the ice? How much does it curl? Timing hit weights House Mechanics - how to enter, exit, position and move in the house effectively for all positions Advanced line calling – switching to plan B, getting the best possible result from every shot |
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<tbody>
<tr>
<td>Class 5</td>
<td>Equipment and opportunities for new curlers</td>
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### 7 Week Instructional League

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topics and Exercises Curriculum for seven week Curling program</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Delivery Basics</td>
<td>You will receive classroom instruction on the basics of the curling delivery. On-ice, you will learn how to maintain you balance throughout the delivery, the cadence of the curling delivery, and the proper grip and release of the stone. You will practice your delivery in a short game against fellow students.</td>
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<td>Class 2</td>
<td>Rules and Strategy</td>
<td>You will receive classroom instruction on the rules and basic strategy of the game of curling, as well as some basic game etiquette. On-ice, you will recap the basics of delivery, then try out your new strategy skills in a short game against fellow students.</td>
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<td>Class 3</td>
<td>Effective Sweeping</td>
<td>You will receive on-ice instruction about how to use your brush effectively to affect eh path of the stone. After a delivery recap session, you will play a short game against your fellow students.</td>
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<td>Class 4</td>
<td>Line of Delivery</td>
<td>You will receive on-ice instruction to help you improve your line of delivery toward the target, using laser alignment and video analysis. After your instructional session, you will play a short game against your fellow students.</td>
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<tr>
<td>Class 5</td>
<td>Timing (Interval or Hog-Hog)</td>
<td>In this on-ice instructional session, you will learn an important tool to developing your eye for weight judgment; interval timing. If you own a stopwatch, bring it to this session. You will practice your weight judgment skills in a short game against your fellow students.</td>
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<tr>
<td>Class 6</td>
<td>Team Communication</td>
<td>You will receive classroom instruction about the basics of team communication, including the responsibilities of the skip, shooter and sweepers in game situations. You will practice your team communication skills in a short game against your fellow students.</td>
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<tr>
<td>Class 7</td>
<td>Opportunities for Competition</td>
<td>You will be introduced to some wonderful opportunities for on-the-road competition for curlers with 5 or fewer years experience. Celebrate your completion of curling school by playing a short game against your fellow students.</td>
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Appendix I - Recruiting and Retaining Arena Curlers (February 2012)

Recruiting and Retaining Arena Curlers
A Preliminary Analysis of the Experiences of Arena Curling Clubs in the United States

Kim Nawyn
USA Curling Growth & Development Manager

Members of arena curling clubs from across the country responded to an informal inquiry from USA Curling regarding their experiences recruiting and retaining curlers. With approximately 40 responses of varying length, some basic themes have begun to emerge. These include the importance of ongoing, coordinated marketing efforts; the benefit of offering adequate training opportunities for new curlers; the advantages of creating a sense of community within the club; and the need to develop a solid working relationship with the host arena. While a single recipe for success did not emerge, we anticipate that clubs will be able to learn from the experiences of others and strategically incorporate this information into their current recruitment and retention efforts.

Prior to delving into a discussion of the findings, it needs to be stressed that building and maintaining an arena curling club is hard work. There are no simple fixes for struggling clubs. One respondent summed it up with the following statement, “Building an arena club is one of the most difficult things there is to do – short of qualifying for worlds. Seriously. It requires hours and hours of thought and effort.” While there are numerous factors that can work against success, including cost and competition for ice time, burnout or loss of key club members, and lack of training and support, responses show that many arena clubs are determined to beat the odds and, not only survive, but become vital components of their host rinks and communities as a whole.

Recruiting

Getting the Word Out

To create awareness about opportunities to try the sport, arena curlers must reach out to the broader community. Members of arena clubs have participated in parades and festivals, passed out flyers at professional sporting events, presented to local community groups, managed Facebook campaigns, and created opportunities to attract local press coverage. As anticipated, some efforts yielded better results (e.g., more inquiries from the community, greater attendance at open houses) than others. The following discussion summarizes this information with an emphasis on approaches that appear to be working for
clubs. While topics have been categorized for ease of discussion, several clubs stressed the importance of establishing and maintaining an ongoing, coordinated marketing effort using a combination of these approaches. For example, if a newspaper article drums up excitement about curling, but the club’s website contains hard to find contact information or outdated league schedules, potential curlers may get frustrated and lose interest. As such, each aspect of a club’s marketing campaign must be considered in the context of the whole.

Local Media

A number of clubs have successfully partnered with local media, including television, newspapers, and radio, to publicize events. A respondent from the Fort Wayne Curling Club noted, “The news stations in cities the size of Fort Wayne are always looking for interesting things to fill time on the news. In the 1.5 years of our existence, we have probably been on the TV and radio no less than 20 times. A good way to ensure press coverage is to find a way to make friends with the local stations. We had the benefit of a family member of one of our members [working as] a producer for the local news, but other [relationships] can be developed....” A respondent from Curl San Diego concurred. She wrote, “When promoting an event it is important to get the [club’s] name out there in every outlet you can think of. TV, Radio, Print, and Social are great outlets and usually free press.” Thus, in addition to more mainstream options, clubs could consider approaching public access television stations or communications departments at local colleges and universities. One respondent noted, “Curling was a unique assignment for some of the sports crew of our on-campus tv show...and they have run a few articles in the school newspaper. This has led to some students doing freelance articles in local magazines or papers.”

Some clubs strive to come up with interesting events in order to attract more press coverage. During the past two years, the Fort Wayne Curling club hosted a wheelchair clinic with Steve Brown (National Wheelchair Coach) & Jacqui Kapinowski (2010 Paralympic Team), a summerpiel, special needs curling, pond curling, and a clinic taught by three-time Olympian and World Champion, Debbie McCormick. While special events can help attract attention from media, the unique nature of curling and its participants is often enough to warrant a variety of human-interest stories. One club noted, “We promote our club as a family friendly group and cater to couples and have managed to stay consistent between 45-55 members....” Articles about children/parents/grandparents playing on the same team, couples curling on Valentine’s Day, or families attending out of town bonspiels together could easily emerge from such a

Since a number of these themes lend support to the recommendations presented in the “Building Membership Momentum” articles written by Sandra McMakin, clubs may benefit from reviewing these and other articles, which can be found in the “Files” section of the Arena Curling Discussion Forum. (http://sports.groups.yahoo.com/group/arena_curling/files/Membership%20Growth/)
club. If the press does not seek your club out for these types of stories, the club could try presenting ideas to the press. As it may take some persistence, clubs should not be discouraged if their ideas are initially rejected.

Local media should also be informed about open houses and other opportunities for the public to participate in the sport of curling. One respondent noted, “We had about 4 news spots advertising learn to curl events, and each ended up with a waiting list and we were able to attract many attendees as members by making the on-ice experience as fun and fast-paced as possible.” In addition to submitting announcements for broadcast on the local news, many clubs submit announcements to community newspapers. The event details are often listed free of charge in the calendar of community events.

**Website and Social Media**

Several respondents mentioned that new curlers often discover their clubs through a web search. A respondent from the Orange County Curling Club stated, “Many hardcore members (including myself) came from searching [online] for curling in the area. Our webmaster has been laser focused on maximizing our search profile.” To optimize effectiveness, the site should be professional, user-friendly, and geared towards providing information that new curlers want to know. This includes, but is not limited to, up-to-date contact information, including email links to key club members (e.g., membership chair); dates/times of available training sessions; how to make reservations for open houses or training sessions and what to expect; basic rules of the game; and discounts or other benefits for league members during their first year. In addition to attracting new curlers, the website can function as a community bulletin board for returning curlers to check draw times, find out about area bonspiels, and get contact information for possible subs (personal information should be included in the Member’s Only section).

Since the internet can be an effective recruitment tool, some clubs have expanded to popular networking sites such as Facebook and Twitter. One respondent noted, “We really try to update our Facebook at least once or twice a week with what is going on with the club and when the next sessions will be.” While these sites can be helpful, it is important that they remain relevant, up-to-date, and professional. If club members do not have the bandwidth or interest in maintaining such web pages, clubs should consider focusing their efforts elsewhere. A poorly maintained social networking site has the potential to dampen the interest of the curious.

In addition to informing local media outlets about open houses and other learn to curl opportunities, clubs can post events on free websites such as Craigslist and Yelp. Community events websites are also often free of charge and have the potential to reach large numbers of local residents. Curling clubs located in areas with larger population bases may benefit from advertising curling lessons on group coupon sites. A respondent from the Charlotte Centre Curling Club noted, “I'd also suggest trying Groupon or LivingSocial if those are in your city,
depending on your ice availability and cost. You'll only make about 25% of your normal [learn to curl] fee, but the exposure will generally be huge. If you've registered as a non-profit org, they may offer to take a lower commission.”

Networking

While local media outlets and the internet have the potential to reach thousands, one of the most effective ways to recruit curlers can be through word of mouth. One respondent wrote, “Many of our recruits are friends or coworkers of existing members.” At least one club has instituted a rewards program in the attempt to motivate members to encourage others to curl. “We have also just instituted a policy that if a member brings a friend who joins, the member will be rewarded with $20 of Club Bucks. Club Bucks can be used for Club merchandise, i.e., t-shirts, beer glasses, coffee mugs or a pickup session.” One respondent stressed that close friends and family, who may tire of being asked to curl, are not the only people with whom club members can discuss the sport. Discussions about curling can happen anywhere, with the staff in a restaurant or while attending social events.

Several clubs have also achieved positive results through networking with expatriate groups. One club member wrote, “What we discovered...is that the Ex-Pat Canadians had a couple of networks set up amongst themselves. One is an email group called Can-South and the other is a meet up group that gets together to do things (like meet at xyz bar to watch a hockey game). Once we tapped into that, they started pouring out of the woodwork. I have to believe that most cities have an existing network of Canadians.” Internet searches may help other clubs determine if there are similar groups within their communities. USA Curling also has a partnership with the Canadian Expat Network through which clubs can advertise in their Annual Resource Guide.7

Curl San Diego stressed the importance of networking with a variety of groups within the local community. “We launched our wheelchair curling network last year. We reached out to USA Wheelchair Curling and have received nothing but support. It does not stop there though. It is possible to promote such networks with [other groups].” While potential targets could include existing sports organizations, seniors, or college students, clubs have not yet reported much success recruiting new members from service groups (e.g., Lions Club, Kiwanis, etc), scouts, or church groups. One respondent wrote, “We often get calls from Boy Scouts and church youth organizations who want to bring a group out for a curling activity. We don’t seem to have a lot of luck directly recruiting new members from these groups, but I like to think that may have more to do with [other activities children are involved in] than lack of interest in curling.”8

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7 To learn more, contact Sean Mitton at sean@canadianexpatnetwork.com.
8 As arena clubs typically have little choice of ice rental time, it may be particularly difficult to find slots that work for children and teens. Moreover, youth may generally be intimidated if all leagues if all leagues are geared towards adults.
Several club members mentioned the importance of advertising in the host arena. One respondent noted that his club has “good coordinated marketing at the arena (flyers in the lobby, link on their website, banner in ice area).” Another club stated, “We try to keep business cards with our curling time in stock at the rink so people there for other events can take one or read about curling while waiting for kids to finish practice.” As building membership benefits both the curling club and the host arena, some rink managers and employees help to get the word out about the sport by proactively speaking to other clients and rink guests about curling opportunities.\(^9\)

**Open Houses/Introduction to Curling Classes**

In addition to making people aware that the club exists, it is important to provide opportunities to try the sport. Some of the most common ways to do this is by scheduling open houses or offering introduction to curling classes. While experiences varied from respondent to respondent, several themes have begun to emerge. Traditional open houses, where members of the public are encouraged to drop-in without an appointment, appear to be less successful than more structured recruiting efforts. Most of the respondents who classified open houses as effective recruiting tools offered some form of structured learn to curl sessions. These ranged from half-hour lessons where attendees, often in groups of two to four people, are taught the basics of delivering a stone to classes lasting several hours. In the latter case, attendees are often given the opportunity to play a few ends of a game at the conclusion of the session.\(^10\)

To effectively staff for these training sessions, clubs recommended requiring reservations, typically accompanied by a minimal fee. A respondent from the San Francisco Bay Area Curling Club noted, “I believe that clubs should always charge for attendance at open house events. This is our official club policy, and I believe it is the best approach for these reasons: 1) participants perceive more value in a product they pay for rather than receive for free, 2) paying for an introduction mentally prepares people to pay for a league or a lesson, 3) the revenue is financially beneficial, or even necessary, for arena clubs. Tickets to our open houses cost $15 (less for groups) and are available through our website. Attendance has not been negatively affected by instituting this charge.” The cost for these learning opportunities varies, depending upon the length of the class and the cost of ice rental, with most

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\(^9\) Since the rink’s willingness to allow advertising may be contingent upon the club’s relationship with management, it is important to make efforts to cultivate a solid working relationship. See the “Relationship with the Host Arena” section for further discussion on this topic.

\(^10\) Rotating newcomers through stations staffed by club members (e.g., sliding, sweeping, throwing stones) can be an effective way to introduce many people to the sport in a limited amount of time. Some arena clubs mentioned structuring open houses in this manner for post-Olympic crowds.
respondents reporting around $10-$30 per person. Some noted special rates for groups or families.

Although a number of websites, including San Francisco Bay Area Curling Club’s (http://www.bayareacurling.com/intro-to-curling), allow prospective attendees to make reservations and pay for classes online, clubs do not need this capability in order to effectively provide a reservation system for learn to curl opportunities. Alternatively, advertising materials can instruct prospective attendees to email or call the club for reservations. Once reservation requests are made, clubs can follow-up with relevant details, including confirmation of date and time, location and basic directions to the club, appropriate attire, etc.

Several respondents also stressed gathering contact information from all Open House attendees. One club suggested establishing an email list including everyone who has ever expressed an interest in curling, especially those who have tried curling, but have not yet become members. Since “blast emails” can be easy to ignore, another respondent suggested that phone calls should be made to all attendees to thank them for attending and ask about their interest in continuing with the sport. A follow-up phone call from a club curler could make a difference in the attendee’s decision about whether to further pursue his or her interest.

Training

A number of respondents mentioned that they had difficulty integrating new curlers into established leagues. Some also found many interested in the sport were hesitant to sign up for a full season after attending a single open house or learn to curl session. In response to these issues, a respondent from Curl San Diego noted the club’s success with instituting a short beginner’s league. The respondent noted, “This is especially useful directly after a [learn to curl] to attract attendees to continue their education and play competitively with people at the relatively same skill level. Making a short league makes it more affordable to attract people who are not sure if they want to jump in all the way to a main league where the competition can be more intimidating. This is the means to get them ‘hooked.’” Another respondent noted, “…we intend to offer a development program of 4 weeks duration to teach the game. It has been noted that new players do not always mix comfortably with seasoned teams and this keeps them among novices longer until they are better trained. It is also half the cost.”

Some clubs have partnered with other organizations, such as local continuing education programs, to offer beginning curling classes. In such instances, the continuing education program typically advertises the course, registers students, and pays a member of the curling club a set fee to teach the class. Although the curling club may bring in less revenue than it would if it hosted an event on its own, advertising for the class has the potential to reach a broader audience. Clubs with high hourly ice rental rates may consider limiting the
number of people so that the class can be offered simultaneously with league members playing regularly scheduled games on other sheets.

In addition to offering beginner training leagues for the general public, a number of clubs have found success developing similar opportunities for specific groups. Six respondents mentioned efforts to recruit students from local college campuses. A member of the Cache Valley Stone Society noted that the club tried many approaches to recruit new curlers, including media coverage and traditional open houses. However, “[w]e had our best success in linking up with our local university to teach a 1-credit course for students. We set it up so the students curl at the same time as our league.... We usually end up with about 50% of our league comprised of university teams and they have a ball.” In a similar vein, the Oklahoma Curling Club mentioned that they are in the process of developing a four-week university league to fill two sheets during the second half of their eight week spring session. They intend to run a training program open to all new curlers during the first four weeks of the session.

Since most colleges and universities have budgets for student activities, it is possible for some schools to subsidize student participation and/or provide transportation from campus to the arena. When recruiting college students, it is particularly important to keep the type of campus in mind. Students attending primarily residential campuses, for example, are likely to leave town for holidays, winter break, and spring break. Scheduling a league around their campus calendar, including avoiding curling on final examination weeks, may help attract more students. When attempting to offer a class or intramural activity in partnership with a university, it is also important to understand university requirements. For example, clubs may need to be prepared to offer a certain number of hours of instruction or even written assignments. In addition to being fun for students, to help increase the likelihood that the university will be willing to partner with the club in the future, programs should be well-organized and professional.

Creativity and persistence may be required in clubs with limited ice availability to offer training opportunities outside of scheduled open houses. One respondent described phoning league members each week to confirm their attendance. When league curlers were not available, she asked people who attended open houses, but were not ready to commit to a league, to substitute. While allowing a prospective curler to sub in a league can be an effective recruiting tool, it is important to ascertain whether league members will be willing to constructively mentor newcomers throughout the game before assigning them to a specific team.

Other Events

Even though corporate events, private parties, charity functions, and bonspiels were not typically mentioned as effective means of directly recruiting new members, they were frequently mentioned as ways to raise revenue for the club and/or increase the club’s visibility within the larger community. To help stimulate interest from corporations, for example, the
Ogden Curling Club forged a relationship with the local Convention and Visitor’s Bureau. Bureau staff regularly informs organizations hosting sales meetings or conventions in the area about the service. Attendees usually comprise a mix of local employees and out-of-town guests. Another club suggests, “It’s worth approaching the local Chamber of Commerce and offering to do an event for them as an ice-breaker/networking event with a featured speaker at the arena...they can get reps from many companies to attend.” During such sessions, the club provides information about team-building opportunities and other possibilities for curling parties (e.g., an alternative to the traditional holiday party or summer BBQ).

While corporate events can be structured like a two-hour learn to curl, non-traditional team-building exercises are options when hosting large groups. Regardless of the format, it should be remembered that most attendees are not interested in learning the intricacies of the sport. They are there to have fun. As such, one respondent stressed the importance of getting attendees on the ice as quickly as possible. Another noted that these types of events need to be well-organized and instructors should have a professional demeanor. Small things, such as outfitting instructors with club nametags and similar jackets can go a long way toward building club credibility in the eyes of local professionals.

Participation in fund-raising events sponsored by Parks and Recreation Departments, schools, or charities can also be an effective way to get the word out about curling. One club mentioned partnering with the YMCA for a corporate challenge “where teams from corporations in town compete in a variety of events.” The Green Mountain Curling Club teams up with a local charity for a “curling challenge” each year. “[It’s] a 1 or 2 day affair. Think 40+ teams of novice curlers that have curled 0 to 1 times. We teach in about 45 minutes, then let them play several ends and, eventually, there is a play down. Although we donate our time and equipment, this does generate a curling ‘buzz’ and keeps curling relevant in our area. Last year, the charity made 40K+ on this event.”

In addition attracting attention from the local media, interclub bonspiels have the potential to raise funds for the club. The Pittsburgh Curling Club, for example, hosts a well-attended bonspiel each year over July 4th weekend, with up to 48 teams. They often have a waiting list for slots. The Fort Wayne Curling Club has also been very successful in hosting a summer bonspiel with 40 teams during their first year and 60 in the second. Although running a bonspiel of this magnitude can attract media attention and make money for the club, it is

11 For more details on hosting large groups, see article entitled “Curling Competition,” which can be found in the “Corporate (Teambuilding) Event” folder in the “Files” tab on the Arena Curling Discussion Forum. (http://sports.groups.yahoo.com/group/arena_curling/files/Corporate%20%28Teambuilding%29%20Event/)
hard work. Several respondents also stressed that bonspiels should be run like major events with established budgets and marketing plans.

Retention

Sense of Community

While many clubs put a great deal of focus on recruiting efforts, retaining curlers from year to year is also critical to success. One respondent noted, “[I]t is important to retain every current member. During a league that has long lag times between games, people can easily forget about us or get sidetracked once the league is over if there is not another league or other event right behind it to keep them engaged until the next league starts.” To help retain curlers, a number of respondents stressed creating an environment in which new members are embraced by the curling community.

Although developing a feeling of community may be difficult for clubs renting arena ice, it is not impossible. It starts with simple things. One respondent noted, “it’s important to know everyone by name.” The Triangle Curling Club goes a step further. They provide everyone who joins a league a club name tag and orientation book on the first night. In addition to helping new members look like part of the group, it lets them know what is expected. Such reference materials could include contact information, answers to frequently asked questions (e.g., where do I put my belongings when I’m on the ice?), rules of the game, curling etiquette, key terms (e.g., hog line, house, hack), and/or how the league works (e.g., recommended time to arrive prior to game, how to get a sub).

Broomstacking

Broomstacking, a social get-together after each game, is an integral component of building a curling community. While some arenas have snack shops or bars, other respondents mentioned frequenting a local diner, pizzeria, or bowling alley to socialize. The Circle City Curling Club regularly broomstacks at a local RAM Restaurant & Brewery. As RAM is a sponsor of USA Curling, the club works with management to “have them post info about us.” These get-togethers provide newer curlers with a less formal atmosphere to get to know more experienced members on a personal level. While some respondents mentioned broomstacking was difficult due to available ice times, such obstacles may be overcome with some creativity. If, for example, leagues are scheduled after 8pm, club members might try getting together for a potluck dinner or appetizers before games. To encourage participation, responsibilities for hosting, organizing, or providing food could rotate between teams. While this does not need to occur every week, regularly scheduled get-togethers can help set the tone for the club. As new curlers may be hesitant to attend if they don’t feel a personal connection to the rest of the club, phoning or inviting them in person may be a more effective means of securing their attendance than relying on emails to the entire club. The form that broomstacking takes
matters less than the end result, which is club members getting to know each other and forming friendships.

**Volunteering**

In addition to being a critical component of running all arena curling clubs, volunteering can help new curlers feel more like a part of the organization. One approach to encouraging curlers to volunteer is incorporating a volunteer section into the new member or renewal application with check off boxes for available options (e.g., marketing, ice prep crew, bonspiel committee, etc.) Once someone marks a box, it is very important that the club follows up with him or her. If not, new curlers may think their assistance is not wanted and shy away from helping in the future. Another approach to recruiting volunteers is identifying individuals who might fit well in certain areas. It can be hard to say “no” to an in-person request, especially if the task is not overwhelming. Getting people involved in the club is not only an effective way to make them feel like part of the larger group, it can also take some of the burden off of the club’s “key players.”

A number of clubs discussed the fact that they give special awards to recognize volunteers. A respondent from the San Francisco Bay Area Curling Club noted, “Volunteerism is essential to any club, arena or not. Volunteers should be acknowledged and rewarded when possible.” Another club has a Member of the Year Award. Their entire membership votes on “who they thought the best member of the club was over the last year.” In addition to recognizing the experienced curlers who handle the majority of tasks in the club, contributions of newer curlers could also be recognized. A Rookie Volunteer of the Year award might be something for which new curlers could strive to win.

**Making Curling Fun**

In order for people to continue with the sport, curling needs to be enjoyable. A member of the Pittsburgh Curling Club wrote, “Our primary focus is to make curling fun. If your membership isn’t having a good time, they’re not coming back.” In an attempt to prevent newer curlers from being frustrated by “too many games that are blowouts,” the club works to balance skill levels in a single ladder league with four divisions. Several times throughout the season the top two teams in each division move up and the bottom two teams move down. This is designed to promote more interaction between teams, keep the playing field balanced, and satisfy the need for different levels of competition within the limited hours the club is able to curl each week.

Another component of having fun participating in the sport is improving shot making and overall understanding of the game. To help mentor newer players and keep the focus on training throughout the season, one respondent suggested that a club’s most skilled players be assigned to developing teams. As an alternative, clubs may bring experienced trainers in once a year to host a skills workshop and/or encourage curlers to become certified instructors. Clubs with experienced USA Curling certified Level II Instructors could arrange for interested
members to have their delivery taped before a game, after a game, or during an open house. After the delivery is taped from several angles, it can be analyzed and discussed off the ice. This promotes conversation about curling outside of normal league play.

**Interclub Play**

Experiencing the larger curling community is also an important component of curling culture. Clubs can facilitate interclub play by arranging friendlies (sometimes referred to as challenge cup spiels) or encouraging experienced members to invite newer curlers to attend bonspiels. Friendly competitions are typically one-day points spiels between two clubs. While a trophy is often at stake, the overarching goal is to establish interclub camaraderie and provide newer members with curling experience outside of their home club. A respondent from the Pittsburgh Curling Club noted, “We have, for about 6 years, taken a bus trip to the Rochester Curling Club for a one-day event and encourage our new curlers to attend. We minimize the cost and use this as an opportunity to show our new members what curling can be when played on [dedicated] ice.” Another respondent noted, “Once they play on dedicated ice once, they get it!”

In addition to friendlies, numerous respondents noted the importance of attending traditional bonspiels. One respondent wrote, “We promote attendance at bonspiels. Those of us that regularly attend spiels are encouraged to place a new member on our teams and introduce them to the competitive and social aspects of curling. The skips recognize that a beginner can drop the overall skill level of your team, but a club member who attends a bonspiel is much more likely to remain in the club.” Representation at bonspiels can also help spread the word about the club and can be used as a very effective networking tool to “attract other clubs to your arena, get advice, and leverage contacts.”

**Investing in Equipment**

Two respondents suggested that curlers are also more likely to stay in the sport once they purchase equipment, and more likely to purchase equipment if they have a chance to try it out first. One noted, “[o]nce someone invests in a pair of curling shoes or a broom, they are probably going to stay with us.” Since some curling retailers have the ability to bring equipment to the club, clubs are encouraged to contact them to schedule a visit (e.g., Brooms Up Curling Supplies, Goldline Mobile Pro Shop, Steve’s Curling Supplies). Scheduling an equipment vendor during a league night or other curling event, such as a bonspiel, will encourage people to drop by and browse.

**Internal Communication and Social Events**

Similar to the recruiting process, the benefits of strong communication do not end once someone signs up for league. As previously mentioned, a club’s website can function as a

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12 While playing on dedicated ice can be a positive experience for new curlers, it does not come without risks. Arena clubs within reasonable commuting distance to clubs with dedicated ice run the risk of losing players, as more experienced club members may become frustrated by discrepancies in ice conditions.
community bulletin board. This includes up to date league assignments and schedules, contact information, and sub lists. While effective electronic communication is important, it is no substitute for personal interaction. One respondent stated, “arena clubs need to learn to pick up the phone.” Another respondent explained that his unofficial policy is to call people who have not shown up for several league sessions. He noted, “It is possible that family problems, or other issues entirely unrelated to curling, kept them away. Others may have lost a job making it difficult to pay dues or session fees.” Working out alternative payment plans or giving a discount for a minimum number of volunteer hours may be something for the board to consider in an attempt to keep enthusiastic curlers facing difficult circumstances active in the club. In cases where exceptions are made, the respondent recommended keeping all such considerations between the board and the individual.

Since league schedules in arena clubs are dictated by ice availability, seasons may be somewhat sporadic. As one respondent noted, “Hockey tends to rule!” Since hockey is frequently the backbone of many ice skating rinks, curlers often “are left to grab...left over ice times....” Several respondents stressed that it is especially important for communication to continue with members during the off season. The old adage, “out of sight, out of mind” aptly applies here. Clubs have successfully used picnics, golf outings, charity events, lawn bowling, bocce, etc., to keep people engaged during the off season.

**Relationship with the Host Arena**

While most responses from arena curling club members showed passion for and commitment to successfully growing and maintaining their clubs, numerous respondents expressed frustration with available ice times, quality of ice, high rink fees, and less than ideal places to store stones. One respondent stated, “The relationship with the arena can make or break the club.” Another club representative noted, “we had over 200 people at our open house [following the 2010 Olympics] that we could not capitalize on due to arena difficulties.”

The Charlotte Centre Curling Club’s approach to interacting with rink management is to “work them like a business contact.” An integral component of this approach is designating one person as the rink liaison. The rink liaison takes the owner to lunch once a month. Instead of communicating primarily through email, the liaison makes regular attempts to stop by the manager’s office to talk. The club also encourages members to make use of the rink outside of leagues. The respondent noted, “We skate there, we recommend it to people we work with, and we promote the place.” The club also regularly engages in broomstacking at the arena bar. “[W]e make sure that the Curling Club is [the bar’s] best customer. We out drink all three men’s hockey leagues. Bar revenue is HUGE for a rink. It’s a key factor in them wanting us to be there.” In return, the rink shows them consideration in the form of promotion (e.g., actively trying to recruit curlers from other sports) and use of ice for pick-up curling during times when the sheet has not otherwise been reserved. During pick-up sessions, the club is not responsible
for renting the ice. Instead, attendees pay the rink a set fee per person. Since the arena lets
the club know about the availability far enough in advance, the club has also been able to
schedule instructional sessions during these timeslots. For the Charlotte Centre Curling Club,
these additional curling opportunities help keep them going strong socially during times when
no league play is scheduled and allows people who have been to an open house, but have not
yet committed to a league, to gain more exposure to the sport.

While a strong relationship with arena management may not solve all of the recruiting
and retention challenges faced by arena clubs, it can certainly enhance day to day operations.
Arena management may also be more willing to display curling information on bulletin boards,
hang banners in the arena, post information about the curling club on the rink website, or
ev en work to improve ice conditions when club members make concerted efforts to forge a
positive relationship.

Conclusion

While common themes found in the responses to USA Curling’s original inquiry
regarding recruiting and retaining arena curlers have been discussed in this analysis, it is not
intended to be a complete and comprehensive guide on the topic. Instead, it is one way for
arena clubs to begin to learn more about the experiences of others. As USA Curling and other
groups around the country work to learn more about how to successfully manage arena
curling clubs, further discussion about these and other topics is highly encouraged.