

ACTIVITY: Curling in the classroom

INCLUSION 2024

Winter Sports in the Inclusive Sports Programme

BACKGROUND

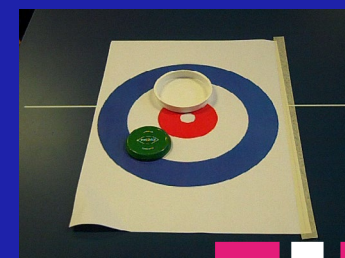
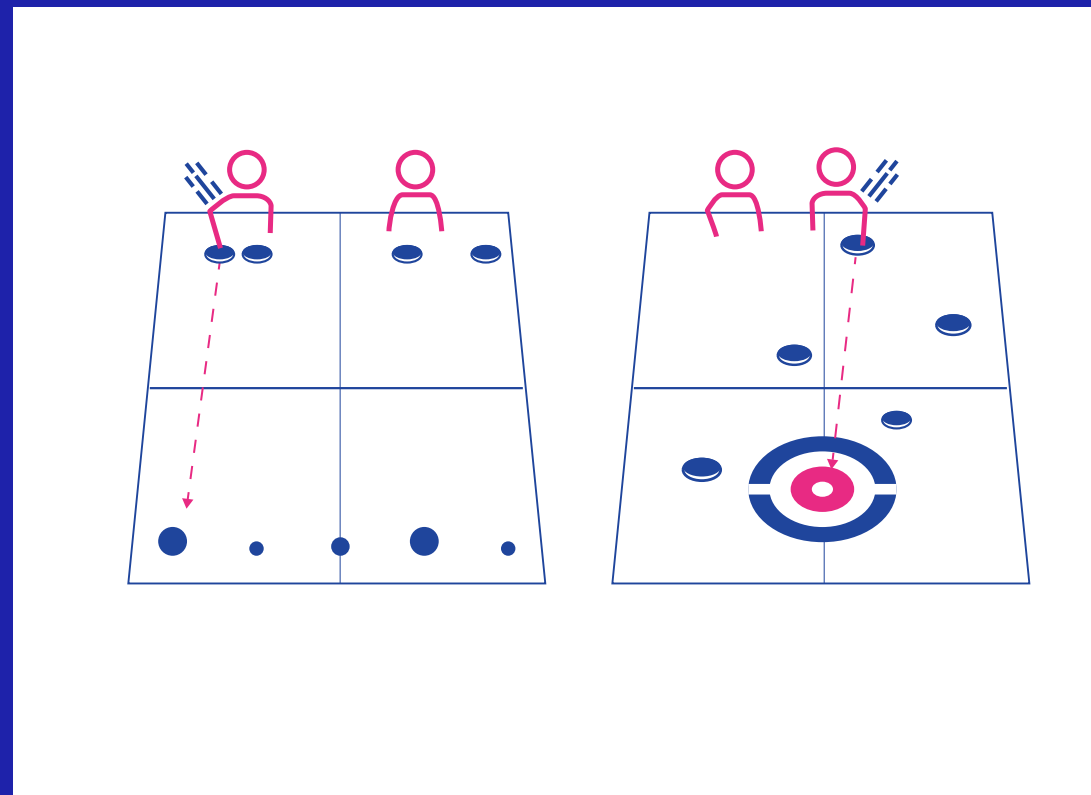
- Curling requires precision, skill and tactical strategy.
- Players slide heavy curling stones across an ice rink (or sheet) towards a target area (the house).
- In teams of 4, players try to get their stones closer to the centre of the target than their opponent, scoring a point for each stone closer than the nearest opposing stone.
- A game consists of 10 rounds, or ends, and the team with most points at the end wins!

WHAT YOU NEED

- Curling can be reproduced in the physical education class by using alternative 'stones' and targets; for example, large plastic or metal lids from jars or containers and a 'house' marked in chalk or tape. Try to use different colours for each team.
- Curling can also be played in the classroom environment by playing on a table top.
- See STEP for more equipment suggestions.

HOW TO PLAY

- Students get into teams of 4; they appoint a captain (the 'skip')
- 2 teams play against each other; they agree a number of 'ends' (say 3).
- Players take turns, alternating between teams, to slide their stones (jar lids) towards the target at the other end of the table (2 stones per player).
- Players score a point by getting their stones closer to the target than the best stone of their opponents.
- Scores are added up; at the end of 3 ends the team with most points wins!



THINK ABOUT

Tactics! How can players position their stones to make it harder for their opponents to score?

Use the **STEP** adaptation tool to ensure that players of all abilities can participate

SPACE

- The distance between the players and the target area can be increased or decreased according to ability or the surface used (some surfaces may create more friction and slow the jar lids more quickly).
- The size of the target area can be varied; it is easier to score in a larger target; more difficult if the target is smaller.
- Pushing the table against a wall can help to keep the jar lids on the table surface; allow a score if a jar lid bounces back off the far wall into the target. This version may assist the inclusion of mobility-impaired students.

TASK

- Players can slide the stones in different ways; for example using one or both hands.
- As a challenge, some players can try to slide their stones using their non-dominant hand.

EQUIPMENT

- A small ramp or chute can be used to slide the stone down; this can help students who have control and coordination issues to be included.
- Use different size lids; some players may find it easier to hold a smaller or larger lid. Some lids (metal or slide) may slide better dependent on the surface.

PEOPLE

- A partner can assist a vision impaired player by providing a verbal or other sound cue (for example, clapping hands) from a position just behind the target area.
- Players can take different roles in the game; for example, they can take turns at being skip (captain).



CROSS-CURRICULAR IDEAS

Numeracy

- The cumulative nature of the scoring requires some attention to be paid to the ongoing total.
- Individual scores contributed by each player can also be recorded.
- As an exercise, the 'stones' of each player can be allocated a different points value.
- Players score a bonus point if they knock an opponent's stone out of the target area.

Geometry

- As a class exercise, play an end of curling using jar lids.
- Once all the 'stones' have been played, students observe the playing area.
- They try to identify geometric shapes created by the random distribution of the 'stones'; these can be shown by marking chalk lines or using tape to join groups of stones together.
- Identify shapes formed of different numbers of 'stones'; measure angles between the lines in each shape.

Safety

- No-one enters the playing area while play is in progress.
- Make sure that equipment is cleared away, particularly if vision impaired students are participating.

Links / more information

kurling.com