



# COACH HANDBOOK

September, 2007

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FOUNDATION



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# **Coach Handbook**

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## **INTRODUCTION**

This Coach Handbook was compiled from various reference materials from Curl Ontario, the Ontario Curling Association, the Canadian Curling Association, as well as input from Curl Ontario Provincial Learning Facilitators. The goal of this project was to make available all relevant coaching material to novice coaches in one easy to carry handbook.

The project was initiated at the Annual Curl Ontario Provincial Course Conductor's Training Seminar in September of 2006. It was felt that while there seemed to be a great deal of material for coaches and coaching, the available resources were incomplete especially for the novice or beginning coach.

This handbook then is an attempt to "fill in the blanks" so to speak.

In the preparation of this handbook, Curl Ontario acknowledges with appreciation the contributions of the following people:

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**1 a) COMPETITIONS (Ontario Curling Association as of Sept. 2007)**

<b>EVENT</b>	<b>AGE REQUIREMENT</b>	<b>NEXT LEVEL OF COMPETITION</b>	<b>COACH REQUIREMENT (MINIMUMS)</b>
Pepsi Junior Men	Maximum of 20 years as of Dec.31 <sup>st</sup> . of year prior to Canadian Championship	Canadian Junior Men's Championship	21 years of age or more** <u>and</u> <u>Zones-</u> Level 1 Technical <u>Regional &amp; Provincial.</u> - Level 1 Certified <u>Canadians-</u> Level 2 Certified Police Reference Check required at Provincials
Pepsi Junior Women	Maximum of 20 years as of Dec.31 <sup>st</sup> . of year prior to Canadian Championship	Canadian Junior Women's Championship	21 years of age or more** <u>and</u> <u>Zones-</u> Level 1 Technical <u>Regional &amp; Provincial.</u> - Level 1 Certified <u>Canadians-</u> Level 2 Certified Police Reference Check required at Provincials
OCA. Junior Mixed	Maximum of 20 years as of Dec.31 <sup>st</sup> . of year prior to event Championship	None	21 years of age or more only requirement Police Reference Check required at Provincials
OCA. Bantam Mixed	Maximum of 16 years as of Dec.31 <sup>st</sup> of year prior to event championship	None	21 years of age or more only requirement Police Reference Check required at Provincials
OCA. Bantam Boys	Maximum of 16 years as of Dec.31 <sup>st</sup> of year prior to event Championship	None	21 years of age or more only requirement Police Reference Check required at Provincials
OCA Bantam Girls	Maximum of 16 years as of Dec.31 <sup>st</sup> of year prior to event Championship	None	21 years of age or more only requirement Police Reference Check required at Provincials
Gore Mutual Schoolboy	Not reached 19th birthday by January 1st prior to the start of the school year in which the competition is held.	None	Member of school staff or adult designated by the principal of the school

<b>EVENT</b>	<b>AGE REQUIREMENT</b>	<b>NEXT LEVEL OF COMPETITION</b>	<b>COACH REQUIREMENT (MINIMUMS)</b>
Optimist International under 18 Championship	(2) Teams (Boys and Girls) Under 18 years on Dec.31 <sup>st</sup> of year prior to the event	None	Recommended Level 2 Certified
Gore Mutual Schoolgirl	Not reached 19th birthday by January 1st prior to the start of the school year in which the competition is held.	None	Member of school staff or adult designated by the principal of the school
OFSSA Schoolboy	Not reached 19th birthday by January 1st prior to the start of the school year in which the competition is held.	None	Member of school staff or adult designated by the principal of the school
OFSAA Schoolgirl	Not reached 19th birthday by January 1st prior to the start of the school year in which the competition is held.	None	Member of school staff or adult designated by the principal of the school
Timbits Elementary School Championship	All players must attend the same elementary school	None	Member of school staff or adult designated by the principal of the school
Ontario Winter Games (held every 2 years in even year)	(2) Teams (Boys and Girls) Under 17 years on Dec.31 <sup>st</sup> of year prior to Ontario Winter Games	Canada Winter Games in the year immediately following the OWG Championships	21 years of age or more only requirement Police Reference Check required at Provincial
Canada Winter Games (held every 4 years)	Min. of 12 years & under 17 years on Dec.31 <sup>st</sup> of year prior to Canada Winter Games	None	Fully Certified Level 3

**\*\* Fully certified coaches between the ages of sixteen (16) and twenty-one (21) will be able to coach a team at the Provincial Junior Men or Junior Women competition provided the team is also accompanied by a manager who is over the age of twenty-one (21).**

Note: The OCA Operations Binder contains the [OCA Rules Supplement](#) (found on OCA web-site [www.ontcurl.com](http://www.ontcurl.com)), which includes rules governing OCA competitions.

### **1 b) SUGGESTED LIST OF CONTENTS IN A COACHING BAG**

- Basic first aid kit
- Relaxation aids (favorite tapes, music etc.)
- Stop Watches
- Binoculars
- Stats book
- Journal
- Pens and highlighters
- Playing cards
- Material pertinent to warm up and team meetings
- Spare brush heads
- Shoelaces
- Safety pins – sewing kit
- Glue for sliders
- Earplugs
- Extra grippers
- Multi head screwdriver
- Advil, Aspirin, Tylenol
- Scissors
- Nail clippers
- Mini strategy board
- Contact information sheets
  - Athletes medical/dental/eye wear
  - Parent/Guardian contact info
  - Club address, phone number
  - Map/directions to curling venue, hotel, restaurants
  - Event contact
- Duct tape/ double sided tape
- Hair elastics/scrunchies
- Extra socks
- Tensor wrap
- Gum
- Batteries
- Rule book
- Video recorder
- Feminine products
- Cell phone
- Emergency Action Plan

**Rule Book – have a Rule Book handy at all times and make sure you and all team members know the rules.**



## **1 c) PREPARATIONS FOR ZONE LEVEL PLAYDOWNS**

Zones are usually a 2-day weekend double knockout playdown. There are 16 zones in the OCA and the number of teams entered in each zone will vary, 2 teams will proceed from each zone to the Regionals.

### **Do:**

- Check registration deadlines and register on time.
- Obtain a schedule of the draw on the internet.
- Familiarize you, the team and parents with the draw, game times, and A & B side implications and put all levels of competition on your team's calendars.

**Before entering the first level of the event check the dates of all levels of the competition and succeeding events to make sure that the team and coach are able to play if successful at each level. There are severe penalties if a team withdraws from a competition.**

- Have a confidence building practice just prior to the competition.
- Get some rest the night before – curfew discussion.
- Know when the general competition team meeting is and be on time.
- Map/directions to club, hotel, restaurants.
- Obtain zone rep. contact information.
- **Read and understand the rules of the competition.**
- Know the Coaches' Fair Play Time-out rule (look under Fair Play section on page 10).
- Ask questions if you are unsure of any procedures and rules.
- Understand that the Coach/Chaperone must be in attendance with the team as long as they are competing.
- View the venue in advance if possible.
- Prepare a checklist of to do's and to take
- Have a team and parents meeting to review:
  - The schedule
  - Procedures
  - Make travel and accommodations arrangements – assign some duties to reliable parents.
  - Establish expectations for behavior of the curlers, parents and coach at the event.
  - Set reasonable goals.
  - Establish your team's pre-game meeting procedure.
- Prepare a 7-minute pre-competition practice for competitions not leading to a National Championship.
- Prepare a 10-minute pre-competition practice for competitions leading to a National Championship.
- Fill out team roster registration form at event.
- Review the coin toss and card draw procedure with the team to select ice, opposition and hammer for first game.
- Sit in the assigned Coaches/Chaperone area.

- Get clarification on the procedure for pre-competition practice, 4<sup>th</sup>/5<sup>th</sup> end breaks, timeouts and extra ends.
- Find the icemaker and ask about the rocks. (are they fairly well matched, some dogs? are rings regulation size, are measures accurate, etc?)
- Encourage the parents to support the team, but ultimately you are responsible for their actions.

#### **Don't:**

- Bang on the glass to get the attention of curlers. (you'll hear from the zone Rep. pretty quickly if you do!)
- Take photos on the ice or behind glass without official approval.
- Coach from behind the glass. (and ensure your parents do not either)
- Be late.

#### **1 d) PRE-COMPETITION TEAM MEETING**

The Team Meeting is mandatory for all coaches and at least 1 player per team. It is run by the Zone representative and includes the following:

- Introduction of Zone rep, Club rep, Officials.
- Procedures review – pre-game practice, time outs, extra ends.
- Housekeeping details for the venue – washrooms, food availability.
- Specific arena and venue rules.
- Rules Review
  - Pre-game practice
  - Hog line
  - Spares- the current policy is NOT to allow an alternate player at a Provincial Championship unless such alternate is selected from the pool of alternate/substitute players established by the host committee.
  - Timeouts – see Section 1 h) on page 9.
  - 4<sup>th</sup> – 5<sup>th</sup> end breaks. Bantams at end of 4<sup>th</sup> end, juniors at end of 5<sup>th</sup> end. -Breaks shall be a maximum of (5) five minutes and will be taken behind the team's sheet of play. Beverages and small quantities of prepared fruits and vegetables shall be permitted provided they are in a non-breakable container. Coaches may confer with their teams at this time, individuals may access the washrooms singly but not as an entire team.
  - Extra ends.
  - Specific arena uniqueness.
  - Measuring devices. (measuring usually done by teams themselves).
  - Food and beverage during the game.
  - **If in doubt about anything, now is the time to ask questions!**

### **1 e) PRE-GAME TEAM MEETING**

- When and Where? - needs to be decided based on club facility, hotel location and team preferences.
- Meeting length should be short (5 minutes is probably enough)
- Assign specific individual and team goals.
- Remind team to use mental toughness skills. Check to see if the team members are at their normal stress levels.
- Review game plan
  - Own strengths
  - Opposition weakness
  - Abnormal ice conditions

### **1 f) PRE-GAME PRACTICE**

- Usually starts 20- 30 minutes prior to game time.
- All competitions that lead to a sanctioned National event (Juniors, Seniors, Mixed, Men's, and Women's) shall be allowed 10 minutes for a pre-game, organized practice, all other events shall be allowed seven (7) minutes. Practice is to be on the sheet where the team is scheduled to play and only with the stones they will be using during the game. Your team may not use the opposition rocks for any reason at this time.
- Team with the hammer in the first end practices first.
- Parents off limits to the athletes at this point.
- Opportunity to evaluate and profile the ice and stones.
- Opportunity to warm up and ease the jitters.
- Cool down sliders away from the slide path.
- Make a practice plan in advance:
  - Choreographed routines within the allotted time.
  - Establish practice with last rock and without last rock.
  - Establish Coach role and responsibilities.
  - Establish player roles and responsibilities.
  - Use of stopwatches.
- Coach must wear curling shoes.
- Be ready, organized and timely.
- Watch the opposition during their practice.
- You will be given a 1-minute warning during your ice time – no further rocks may be thrown after time is up – and curlers will bring any remaining stones back from the away end to the home end.
- Once both practices are complete the icemaker may or may not sweep the ice or pebble the slide path.

### **1 g) 4<sup>TH</sup>/5<sup>TH</sup> END BREAKS**

- Opportunity for team and the coach to consult during the game and prepare for the last half of the game.
- Be sensitive to not disturbing players in the games being played on adjacent sheets.
- Establish rules for the break at the start of the season. How should it go for your team? Who talks first? What is the last thing said? etc.
- Pep talks should be positive and constructive.
- Listen to the team.
- Emphasize where the game is going well.
- Let them see that you are confident and relaxed. (even if you're not!)
- Review the game plan for the final ends- alter if necessary.
- Finish on positive note. The last thing you say is what they will remember best.

### **1 h) TIME-OUTS**

- Each team may call two 60-second time-outs per game excluding any extra ends.
- Each team may call one 60-second time-out during each extra end.
- Time-outs shall not be carried forward to the extra end(s) or from one extra end to another.
- During an end, a time-out may only be called from the playing surface by a player of the team whose game time clock is running.
- Between ends the team who shall deliver the first stone of the subsequent end may call a time-out to commence at the completion of the break between ends.
- The coach and alternate player shall only communicate with their team during a time-out that they or their opponent have called and, with the approval of the official, during breaks between ends when neither team's game time clock is running.
- **Coaches and alternate players may physically signal a request for a time-out to their team players on the ice but the timeout request must come from the team on the ice.**
- For communication the coach and alternate player of the team who called the time-out may access the playing area adjacent to or at the end of the sheet but shall not access the playing surface.
- The team that did not call the time-out may communicate with their coach and alternate at either end of the sheet but the coach and alternate shall not access the playing surface.
- Ice access may be provided to either team by the head official as per the off ice limitations of the facility.
- **When accessing the ice for a timeout, coaches must not distract players on adjacent sheets who may well be in the process of delivering a rock.**

### **Coaches Fair Play Time-out (Junior/Bantam events only)**

The purpose of the Coaches' Fair Play Time-out is to provide the coach with the opportunity to diffuse a potentially negative situation regarding a player's on ice demeanor before the situation escalates, or to counsel an athlete relative to adhering to the rules of the game.

- Each coach shall be provided with the opportunity of requesting a one-minute Fair Play Time-out. The coach may request only one per game.)
- A coach's Fair Play Time-out shall only be implemented with the approval of the official.
- Only the coach who requested the Fair Play Time-out may access the playing area accompanied by the official.
- A coaches' Fair Play Time-out may be recommended by an official.

### **1 i) POST-GAME MEETING**

- Decide at the start of the season if there should be a meeting? (definitely!)
- Remember that after each game, win or lose, the team should immediately **always** sit and socialize with their opponent before any team meeting takes place.
- When should the meeting be held? (Immediately after socializing with their opponent, on another day, etc?)
- Coaches should meet their team in same place following wins and losses.
- Address feelings first.
- Analyze game
  - Get player input.
  - Reasons for success or failure.
  - Get team response.
  - Praise effort.
  - Be positive and constructive.

This is a very important part of the coach's job. Sometimes it's a difficult meeting if the team has lost a close game or lost a game they really should have won. The coach and team should discuss a plan well ahead of time so nothing comes as a surprise.

### **1 j) WE HAVE JUST WON ZONES – ON TO REGIONS!**

Regions are usually a two-day double knockout event. Eight (8) teams go to each of the four Regionals. Two teams from each Regional advance to the event Provincial Championship.

- Celebrate your accomplishment.
- You will receive a winning crest and information package.
- Distribute the information package to the team and parents.
- Open the package immediately and ensure that you address any to do's promptly. The Regional very often takes place the weekend immediately following the zones.
- Organize travel and accommodations immediately.
- Make sure parents are informed and onside with next level expectations.
- Have a confidence building practice just prior to the competition.
- Review the draw and schedule of the Regional level.
- Get lots of rest, especially the night before – curfew discussion.
- Discuss diet, food and hydration requirements prior to and during the competition.

### **1 k) WE HAVE JUST WON REGIONS – ON TO PROVINCIALS!**

The Provincial Championship will include 8 teams in a multi-day round robin event. Playoffs vary according to the specific event. In some events the Provincial winner goes on to the Canadian Championship.

- Celebrate your success!
- Open your information package and ensure that you address any to do's promptly.
- Obtain police check. Do this immediately, as it may take some time. Go to your nearest Police station for details. You will be charged a small fee for this service.
- Make sure parents are informed and onside with next level expectations.
- Review the draw and schedule of the Provincial competition.
- Purchase matching sweaters or jackets if needed.
- Ensure any sponsorship crests are within compliance. A team competing in a Provincial final other than the men's and the women's championships shall be allowed to wear non-competing sponsor's crests (i.e. sponsors who do not compete with any other sponsor). Four (4) crests may be visible at any given time per player per game. Each crest is limited to one sponsor identification. The allowable size shall not be in excess of 5"x5", 3"x8" or 4"x6" (or approximately 25 square inches). If a name or lettering is also included with a logo/crest, the two items together must not exceed the allowable size.
- Contact local media.

- Produce Team Cards that may include club, regional pins and team photo – enough for exchange to all teams plus host club officials.
- Team members should contact schools and employers for time off – Coach may have to write a letter as it relates to the activity. Students may have to take homework along with them.
- Prepare team for extended competition experience – time away from home, more games played, social activities, stress, differences in food, schoolwork missed, etc.
- Have a practice game with time clocks and new clothing.
- Check equipment for repairs.
- Have a confidence building practice just prior to the competition.
- Get lots of rest the week before – curfew discussion.
- Enjoy the experience.

### **1 I) TEAM NEEDS AT PROVINCIALS**

- Understand competition curfew and hotel behavior rules and etiquette.
- Parents should not have contact with curlers in host hotel.
- Parents purchase snack food for the hotel for team (nutritious snacks, not junk food!)
- Have an available copy of the schedule in each curlers hotel room.
- Ensure individual needs are taken care of – rest time, nutrition.
- Address issues as they arise.
- Respect volunteers and officials.
- Establish routines for the competition:
  - Rooming partners – usually 2 per room – 1 for the Coach (choose pairings carefully!)
  - Wake up – shower rotation.
  - Breakfast time.
  - Departure time for travel to club.
  - Lunch and between game down time.
- Coaches will sit in designated areas.
- Introduce yourself and shake hands with opposition coach and with timers.
- Use the official protocol for calling a time out with your team.
- Coach may want to use a skilled curler parent to scout the team you will be playing in the next game.
- Coach may want to use a knowledgeable parent to do the stats for the team. Preferably the same person should do the stats for every game.
- Seriously consider whether you will share the stats with the team members or not.

### **1 m) OFFICIALS AT PROVINCIALS**

- Acknowledge the officials and understand their roles.
- On-ice Officials
  - Hog-line officials monitor the hog-line rule.
  - Scorer/observer monitors rocks in play on magnetic board and updates scoreboard at completion of end.
  - Home and Away-end Supervisors are responsible for rule interpretation, violations. (they do measurements only when asked)
- Behind the glass officials
  - Timers who operate game clocks and track time-outs.
  - Timing Supervisor oversees all timers.
- Coach & team members should review and understand the rules.
- No need to be afraid or intimidated.
- Show respect and accept their rulings.
- Know where they will be positioned.
- Use them if you have an issue.
- Parents will have no communications with officials. Make this very clear to them!
- Reinforce fair play to your team – advise of the ‘Fair Play’ rule.
- Learn to read a time clock and have one player responsible for that.
- Understand and abide by all of the protocols around time outs.
- Tell your team to not focus on the officials – they are there only to help and they should be ‘invisible’.
- If game is being timed, team members and Coach watch the time left to ensure team does not run out of time.

### **1 n) POLICE REFERENCE CHECK**

- Coaches/chaperones accompanying Bantam or Junior aged teams, including Mixed, to the Provincial final are required to submit an acceptable Police Reference Check (current within the last 3 years).
- This check must be submitted to the Association running the competition prior to the start of the Provincial final.
- Visit your local Police Station for details, a small fee is charged for this service.
- Each Police Division will provide this service under different time periods.



## **1 o) TEAM LEADER FUNCTION (NATIONALS AND WORLD EVENTS)**

Team Leaders usually accompany Provincial Junior teams to National Championships and World Championships to support the team and coach.

A list of the duties performed by the Team Leader is:

- Pre-Competition: Liaise with the coach and players to introduce you to them, and to answer any questions that they may have regarding travel arrangements, accommodations at the competition city.
- Pre-Competition: Let the coach and players know any information that you may have about the opposition teams they may be facing at the competition, if you know anything about them.
- When traveling with the team to the competition site, handle any transportation problems that may arise.
- Once at the competition site, deal with any uniform issues that may arise such as having to get additional crests sewn on the uniforms.
- Schedule any after hour's practices for the 5th player especially, but also for any player on the team who feels they want to go out to throw rocks at the end of the day.
- Help any player who wants to work on a particular problem they may be having with delivery.
- Scout ice, opposition and rocks.
- During the competition, help keep the coach relaxed.
- Assist coach at the games-watch for potential problems, technical difficulties, etc. and then discuss with coach (not the players unless requested by the coach).
- Pick-up daily stats (if provided).
- Help buffer the team and coach from any overbearing parents, especially any who want to be too actively involved with the team during the competition.
- Assist with parents-provide them with team schedules, and requirements to free up the coach to attend to the team's needs.
- Make dining arrangements as required.
- Handle all paperwork during the competition such as forms for team lineup changes during a game, voting for most sportsmanlike players, etc.
- During games be ready to offer advice on strategy during called timeouts or for 5th end breaks, or before any extra ends in tied games.
- Attend any team meetings as requested by the players and coach: pre game, post game, 5th end break, etc.
- Arrange for team activities between games as directed by the coach.
- Make sure that any medications that players pick up during a competition are acceptable by IOC guidelines.
- Accompany any player who is picked for drug testing to the actual test.
- Liaise with the host committee when any important issues arise.
- Liaise with the media for any post game interviews that they may want to do with the players and/or coach (coach or team leader should always be present).

- Attend any post game interviews with a player if he/she feels uncomfortable doing the interview.
- Liaise with the tournament officials if the need arises regarding the on ice conduct of any of the players, rule changes that may come up as the tournament goes along, etc.
- Attend the meeting that immediately follows the round robin portion of the competition to handle any questions about rock selection during the playoff portion of the competition, coin toss for hammer, practice sessions before any semi final and final games, etc.
- TRY NOT TO DISTURB ANY TEAM ROUTINES THAT HAVE MADE THE TEAM SUCCESSFUL SO FAR.
- Handle ANY problems that may arise such as...lost passports when out of country...lost plane tickets...taking players to the hospital, physiotherapist, etc, if the need arises.
- Other duties- remain at the beck and call of the team.
- Forward a full written report to the appropriate Association once the competition is over and the team is home safe and sound.

### **1 p) Safety, Risk Management & Coach Liability**

All Coaches should be aware of ensuring and maintaining safety for their curlers at all times.

An extensive and excellent section on Safety, including Risk Management and Coach Liability may be found in both the “ Club Coach - Youth ” and “ Club Coach “ workshop manuals.

It is advisable that all new/novice coaches take the Curl Ontario Workshops offered. These are referred to as “ Club Coach – Youth “ which is geared to individuals working with Little Rockers, and “ Club Coach “ which is designed for the beginning coach of all other skill levels.

Look for these workshops on the “ Courses “ section of the Curl Ontario website, [www.curlontario.com](http://www.curlontario.com).

## **2. COMMUNICATION**

### **A. Communication with Players:**

As a Coach you have responsibilities to:

- Give players the opportunity to speak first.
- **Listen** to what they have to say and how they say it.
- Speak to them in words they understand.
- When dealing with Little Rockers, bend down to speak to them on their level (crouch or kneel).
- Give lots of praise.

One of the primary goals of coaching is to help participants improve their abilities in their sport. Successful coaches are able to communicate and to manage groups and individuals effectively and can accomplish both in a way that builds the self-esteem of the participants.

### **B. Effective Communication Habits for Coaches:**

#### **On a Personal Level:**

- Know yourself as a coach and a person.
- Know your predominant communication style and adapt your style to your audience.
- Be aware of the importance of nonverbal communication, as others watch you when you are coaching. The participants will observe even your smallest actions. Nonverbal messages represent approximately 80 % of all communication. Verbal and nonverbal messages should not conflict (e.g. saying "let's take time to get this right" while constantly looking at your watch may send conflicting messages).
- Know your typical reactions to situations that commonly occur in your sport (e.g. do you get agitated or stressed at competitions?)
- Seek opportunities to listen to and communicate with others.
- Pay attention to and show a genuine interest in those communicating with you.
- Accept that over the course of a season you may have to repeat your messages often. It may be necessary to give the same message several times using different words until your point is understood.
- Listen actively by ensuring that you fully understand what others may be trying to communicate. Listen actively means that you ask for clarification when needed, and you occasionally restate what you heard to be sure that you have correctly understood the other person (e.g. "when you said \_\_\_\_, did you mean \_\_\_\_, or \_\_\_\_?" If I understand you correctly, you are now going to try \_\_\_\_.")

### **On an Environmental Level**

- Create an environment that is based on trust, patience, tolerance and empathy.
- Choose an environment that is conducive to communication (i.e. quiet, free from distractions and discreet). When circumstances are not favorable for a private conversation, arrange a more appropriate time and location to talk (e.g. after the practice).

### **On an Interpersonal Level**

- Respect individual differences and characteristics.
- Clearly identify your expectations of participants.
- Identify how these expectations can be met.
- Identify desired attitudes and behaviors (code of ethics, fair play code).
- Communicate clear and pertinent messages using words that others can easily understand.
- Communicate directly to the intended recipient of your message; do not gossip about a participant. If you have an issue with someone, deal directly with him/her; do not generate a problem addressing the entire group when the matter concerns only one or two individuals.
- Avoid long speeches to the team or to individuals before or after a competition; aim for brief and specific messages.

### **C. Communication with Parents (Junior/Bantam Teams)**

It is vital to develop a positive and meaningful relationship between the coach and the parents of bantam/junior teams.

Modern parents see themselves as active participants in the activities of their children:

- Parents want to be informed every step of the way.
- Parents wish to play a role with the team.
- Parents need assurance that the coach is qualified.
- Parents want just as many guidelines as their children.

### **Coach-Parent Formal Meeting:**

- Organize a formal meeting at the beginning of the season.
- Explain your coaching style.
- Describe what you expect-the behavior that you will be re-enforcing (i.e. reward effort rather than performance?)
- Be positive and open about feedback.
- Make it clear that they must show respect for the rules, the officials, the opposition, and other coaches.
- Be very specific that there will be no coaching from behind the glass.

- No alcohol may be brought into the club at any time. (the club could lose their liquor license).
- Respect the rules of the club and of the Association running the competition.
- Explain “team building” activities.
- Make the parents aware of your aims, objectives and philosophies.
- Establish roles and boundaries for the parents and clearly define them.
- Be very specific about strategy issues!

Parent’s Behavior Expectations should be reviewed at the Coach-Parent Meeting:

- Ensure the parents know the rules around the competition regarding supporting the Association rules, the club rules, etc.  
*No food brought into club!!!*  
*Support the club’s kitchen.*  
*Support coaches and respect other competitors.*  
*Be helpful and not a liability.*

Coach-Parent Relationships Need Regular and Open Communication

- Organize regular sessions to evaluate the season up to that point.
- Write an open letter to the parents.
- **Take advantage of their desire to get involved!**
- If necessary, consider a “league meeting” using a third party to read the riot act.
- Monitor “team expansion” (other people getting involved too).
- Avoid surprises and/or making up the rules as you go.
- Continue stop-**start-continue** as a regular exercise (for parents as well as athletes).

### **3. GOAL SETTING**

- There are individual goals, team goals and coach's goals.
- All goals must be in sync. for the team to be successful.
- Teams should set realistic short term, medium term and long term goals.
- Short term goals (i.e. hits to be more consistent).
- Medium term goals (i.e. to win a bonspiel).
- Long term goals (i.e. to win zones next season).

#### **S.A.M.M.T**

#### **GOALS SHOULD BE:**

**S:** Specific

**A:** Attainable

**M:** Measurable

**M:** Mutual

**T:** Time oriented

#### Specific Goals

- Commit your goals in writing and decide when you expect to achieve each goal.
- Be as detailed as possible.
- Keep your goals visible.

#### Attainable

- Set realistic goals to work on this year
  - It takes time to achieve your dream goal.
  - Set intermediate goals that become stepping stones to your ultimate goal.
  - Your goals must be challenging and exciting.
  - Set mental, technical, practice, physical and performance goals.

#### Measurable

- Keep a daily log of your successes.
  - Chart your progress whenever you have a practice session or competition.
  - Give yourself feedback and something to review to show how much you have improved.
  - Measuring your goals will help you determine when you have achieved them, and that you will know it's time to re-evaluate them.

#### Mutual

- When establishing team goals it is important that everyone agrees with the goal.
  - Motivation is very contagious- both positive and negative.
  - Success is sweet when shared.

### Time Oriented

- you must commit time deadlines for your goals.
  - Without a deadline, the probability of achievement is extremely low.
  - It is appropriate to have monthly, weekly, and even daily goals – perceived success is the key to self-motivation.
  - Success is guaranteed everyday when daily short-term goals are properly set.

### Performance Goals

Your performance goal is based on your:

- Current skill level
- Potential for improvement
- Current motivation
- Amount of time you can spend

It can be your overall shooting %, brushing, delivery, turns, release, hits, draws, and strategy, whatever you want to improve.

Re-evaluate:

- Once you have attained your goals be sure to set new goals.
- Or, if you need to adjust current goals and timelines.
- Never be satisfied, always challenge yourself to become a better curler, athlete, teammate, and person.

#### **4. SEASON PLANNING**

- Seasonal planning means organizing your team for the whole season.
- The key is to start with a master plan and then be *flexible*.
- Seasonal planning is a never ending process.
- Principles of seasonal planning:
  - Identify your long-term and short-term goals.
  - Identify your training priorities.
  - Divide the season into 3 parts:
    - ❖ Training and Pre-Season - 4 months (June to September)
    - ❖ In Season – 7 months (October to April)
    - ❖ Rest -1 month (May)
- Considerations when Season Planning:
  - Team goals.
  - Work schedules.
  - Age of players.
  - Team finances.
  - Skill level of players.
  - Time commitments of players and coach.
  - Competition schedules.

#### **What Competitions are out There?**

- Junior Men, Junior Women, Junior Mixed
- Bantam boys, Bantam girls, Bantam Mixed
- Schoolboy and Schoolgirl (Gore Mutual)
- OFSSA
- Elementary School Provincial Championship
- Canada Winter Games, Ontario Winter Games

Each of these competitions has slightly different rules and different age categories, be sure to check them carefully; the details are listed in the Competitions section, 1 a).

#### **Considerations when Organizing the Season**

- Set goals that are Reasonable, Measurable and Achievable.
- Plan your schedule.
- Put your plans into action.
- Evaluate and re-evaluate your plan at intervals throughout the season.



## **5. DEALING WITH THE MEDIA**

Coaches should always be present when a player (Junior or Bantam) is being interviewed by the media.

Before being interviewed think about what questions might be asked of the player. This is a good discussion topic between the coach and the team before a major competition.

Some typical questions are:

- “What attracted you to curling?”
- “What do you get out of competing at this level?”
- “What are your other interests?”
- “What are your goals in sport?”
- “What are your chances of winning a medal?”
- “What are the strengths of your team?”(don’t divulge any weaknesses).
- “How tough is the competition?”
- “Was your performance up to expectations?”
- “What was the key to your success?”
- “You appeared to flounder at the half-way mark. What went wrong in the 6<sup>th</sup> end?” (Be careful here. Keep your comments positive! )
- “Were you nervous? How did you prepare? How did you deal with being nervous?”
- “ Enough excuses! How are you going to get back up?” (Stay positive, don’t apologize or make excuses. Say it the way it is,” they outplayed us, etc.”)

The more you are interviewed the easier it becomes. Some other interview tips:

- Practice with a friend or teammate.
- During the interview take your time- don’t feel pressured to answer immediately.
- When you have given your answer stop talking.
- Ensure that everything you say is positive and accurate.
- \*\*\* THERE IS NO SUCH THING AS OFF THE RECORD! Never say anything that you do not want to see in print.

Think fast...talk slowly.

## 6. FUNDING OPPORTUNITIES FOR COACHES AND ATHLETES

Coaches can take advantage of the following funding opportunities:

NAME	DESCRIPTION	CONTACT INFORMATION
Pat 'O' Reid Coaching Award	<b>TBD (changed)</b>	Visit <a href="http://www.curlontario.com/programs">www.curlontario.com/programs</a> Look under coaching awards
Quest for Gold-Enhanced Coaching and Coach Bursaries	Several bursaries to reduce the financial strain of the following courses: NCCP Level 3 Theory NCCP Level 2 Technical NCCP Level 3 Technical National Coaching Institute (Level 4/5) Enhanced Coaching (Level 3/4/5)	Visit <a href="http://www.coachesontario.ca">www.coachesontario.ca</a>  Look under Quest for Gold
General Motors-Making Dreams Possible	\$ 10,000. award to coaches of high Performance athletes	Visit <a href="http://www.gmcanada.com">www.gmcanada.com</a>  Look under Olympics-Making Dreams Possible

Athletes can take advantage of the following Funding opportunities:

Name	Description	Contact information
John McCrae Scholarship Award	\$ 1,500. given annually to one junior curler preparing to enter university or college in the following year.	Visit <a href="http://www.ontcurl.com">www.ontcurl.com</a>  Look under Awards
Quest for Gold –Ontario Athlete Assistance Program	Funds to assist several curlers with training expenses, living costs including tuition and books. Individuals must apply to Curl Ontario.	Visit <a href="http://www.curlontario.com">www.curlontario.com</a>  Look under Quest for Gold

## **7. COACHING DIFFERENCES BETWEEN BANTAM/JUNIOR BOYS AND GIRLS TEAMS:**

There are many levels on which to look for coaching differences between curlers: boys/men vs. girls/women, novice vs. experienced, bantam vs. junior, recreational vs. competitive. The chart below compares the coaching differences between competitive bantam/junior boys and bantam/junior girls.

	<b>GIRLS</b>	<b>BOYS</b>
<b>Competitive drive</b>	Both have strong competitive drive and will to win.	
<b>Practices</b>	More willing to practice	Less willing to practice
<b>Strategy</b>	At competitive levels, both willing to use a variety of strategies – offensive, defensive	
	Preference for lightweight shots. Need coaching to develop up weight game including peels.	Preference for up weight shots-run backs, doubles, triples, etc. Need coaching to develop a finesse game including tap backs, control weight hits.
	Sometimes reluctant to take on risk even when there is a good shot at a large reward. Need coaching to understand the risk vs. reward analysis.	Sometimes take on too much risk with too little potential reward. Need coaching to understand the risk vs. reward analysis.
<b>Nutrition</b>	Very likely to eat appropriate food before and during a competition once they know about good nutrition.	Unlikely to eat appropriate food before or during a competition without much encouragement.
<b>Pre game prep</b>	More likely to do pre game stretching on their own once they have been coached in an appropriate routine.	More likely to need a lot of encouragement to do pre game stretching even though they have been coached in an appropriate routine.
<b>Coachability</b>	Generally more coachable. Willing to try what coach is requesting.	Somewhat less coachable. Need a lot of encouragement to try new things.
<b>Brushing</b>	Extremely effective when coached to use proper technique. Upper body strength might start running low in a multi-day event.	Extremely effective when coached to use proper technique. Upper body strength more likely to last throughout a multi-day event.

	Need encouragement to shout out weight of rock while brushing.	
	<b>GIRLS</b>	<b>BOYS</b>
<b>Handling situations when things go badly- a big loss, a missed shot, etc</b>	More likely to internalize it without saying or doing much at the time. It might come out later unexpectedly. Tears are possible. Coach needs to help athlete find ways to vent appropriately and then work on learning from the loss/miss.	More likely to externalize it through words and action either while still on the ice or when coming off. Tears are possible. Coach needs to help athlete finds ways to vent appropriately and then work on learning from the loss/miss.
<b>Equipment</b>	Need expanded tool kit with hair bands & bobby pins!	
<b>Team Building</b>	More likely to be supportive on the ice – high fives, fist bumps, etc between shots.	Less likely to be supportive on the ice. Need coaching to encourage support techniques.

## 8. TEAM “STANDARD OPERATING PROCEDURES” (SOP)

(Courtesy of Graham Sinclair)

- Shoot out Drills
- Time out Routine
- Team Pre-Game Routines (Standard timings)
- Team Standard Uniform Requirements (Standard dress)
- Debrief Form
- 10 Minute Practices
- End Planning Routine
- Game Summary Sheet

## **Time Out Routine**

**Objective:** Make the most effective use of a time-out

In competition, teams are usually allowed two 60 second time-outs. The following guidelines will help to ensure that this limited time is used effectively:

1. When a situation develops and a time-out is being considered, the Skip will gather the team at the Hog line and:
  - Recall the end objective
  - Determine the two most viable options
  - Assess Risk vs Reward
2. The Coach will observe the team gathered at the hog line and be prepared for the time-out
3. The Skip will then signal the time-out and the team will gather at the appropriate location (remain at far end, if applicable, to ensure timing does not start until Coach arrives)
4. When the Coach arrives:
  - The Second will then state the end objective e.g. "we want to take 2"
  - The Third will state the two options e.g. "we can play the run back for two or draw for one"
  - The Coach will interject at this point if there is another option that has not been considered
  - The Skip then summarizes the Risk, Reward considerations
  - After considering factors such as the Skips comfort level with the ice and weight, a team consensus is made on the shot to play
5. Coach departs after team "Tick"

### **Notes:**

If the game is being timed, step 1 needs to be accomplished quickly

In the event the Coach requests the time-out, the process essentially commences at step 3 above. Step 1 items are accomplished while waiting for the Coach to arrive

When assessing Risk vs Reward, the following should be considered for each of the options:

- What will the opposition do if I make/miss this shot and what will that leave us?
- How difficult is the shot?
- What could possibly go wrong (risks)?
- What are the other possible positive outcomes (plan Bs)?
- Do we know the ice, do we know the weight?
- Is this a relatively new shot, or have we just thrown it?

## **End Planning Routine**

**Objective:** Conduct effective End Planning to ensure team is on the same page in terms of strategy and mental toughness

Before stepping out onto the ice, the team will have established a solid game plan. However, throughout the game the situation will change and shifts in strategy will be required. It is important that all players agree on the objective and understand how the next end will be played.

The following list includes a few of the benefits of End Planning:

- Keeps game plan on track and allows for pro-active adjustments to strategy
  - Reinforces good decision making process
  - Ensures all players are on the same page (agreement and buy-in)
  - Opportunity to motivate, refocus, and stimulate better performance
  - Opportunity to share tactical information (opposition weakness, ice behaviour, etc.)
  - More time to mentally prepare for the first rock of the next end
1. The Second is responsible to ensure that End Planning occurs at the conclusion of each end. Specifically this may occur at the following times (preferred order):
    - During TV commercial break
    - While opposition is throwing first rock of the end
    - Before we throw first rock of the end (time clock permitting)
    - After Lead's first rock, while opposition is throwing second rock of the end
    - While opposition Skip is throwing last rock of the end
  2. The team will gather at the hog line and expeditiously run the End Planning drill:
    - Lead states situation e.g. "We're tied, without, playing 9, we'd like to force them to 1"
    - Second states what's acceptable e.g. "Steal of 1 is okay"
    - Third states what to avoid e.g. "Can't let them blank"
    - Skip states the plan e.g. "Okay let's get some stuff up front, it'll be a #2 guard with the out-turn"
  3. When required, the Skip (or anyone else) adds a few words to motivate or pump up the team e.g. "Okay guys we're playing well, let's turn it up a notch and finish them off"
  4. Team breaks after team "Tick"

### **Notes:**

The decision on first rock must include which turn to play (Lead – mental rehearsal, Second/Third – path split time)

## **Standard Timings**

**Objective:** To establish consistent game related timings in order to optimize the pre-game routine and to ensure that all players are mentally and physically well prepared for competition.

Pre and post game routines are important in the mental and physical preparation components of competition. These standard timings will ensure that no one is surprised and that adequate time is allotted to the various activities.

The following timeline will serve as the standard and should be respected unless otherwise specified:

<b>Time</b>	<b>Activity</b>	<b>Comments</b>
G - 45	Arrive at club	Chance to meet team mates, check-in with Coach, chat with friends, check out the draw etc.
G - 30	Change into uniform	See SOP
G - 20	Team Meeting	Round table discussion to review objectives, game plan etc.
G - 10	Physical Warm-up	See SOP
G - 1	Ready to take the ice	
G	Game Time/First Practice	This would normally be the scheduled game time, however, for competitions with 10 minute practice, this time would be the first practice time
G +	Game End Time	Congrats with Coach and parents etc.
G + 5	Change out of uniform	
G + 15	Meet for debrief at truck	Team will eat meals/snack while debrief is being conducted. Debrief should not take more than 45 minutes and will include: <ul style="list-style-type: none"><li>• Completion of Post Game Log</li><li>• Review of scoring statistics</li><li>• Review and analysis of game video</li><li>• Summary of Lessons Learned</li></ul>
G + 60	End	Free time until G - 30 for next game

### **Notes:**

1. **First practice vs second practice**
  - **First practice** - when the team comes off the ice, a quick team meeting will be held to review the ice conditions. The remainder of the time can be used to observe the opposition
  - **Second practice** - observe opposition practice and study ice conditions. The last 2 minutes will be spent on a warm-up refresher
2. **Regular practice times** - The standard arrival time at the club will be 15 minutes prior to the scheduled Team practice time. For example, if practice is scheduled for 09:00, you must arrive no later than 08:45 in order to be changed and ready to brief or ready to start the 10 Minute Practice by 09:00

## **Standard Dress**

**Objective:** To establish the standard dress requirements for the team curling uniform.

A key element of any team sport is uniformity. The uniform provides a sense of unity, duty, belonging, and structure that contribute to the building of team cohesiveness, cooperation and competitiveness. Mentally, it helps to stimulate some of the elements essential to attaining your Ideal Performance State.

### **Game Uniform**

The following items will be worn for all games including exhibition games:

- Curling jacket
- Black curling pants
- Grey golf shirt
- Long sleeved black crew-neck T-shirt (when conditions dictate, short sleeved is permissible as long as everyone wears the same)
- Black socks
- Performance brush

### **Practice**

The following items will **not** be worn to practice in order to keep them in good condition for the entire season. Any other attire may be worn in their place.

- Curling jacket
- Grey golf shirt
- Long sleeved black T-shirt
- Performance brush

### **Notes:**

1. Dress warmly for practice - the activity level is lower and most often there are fewer players on the ice so the temperature can be quite cold. Wear extra clothing so as not to be distracted by the cold.
2. Casual dress - the team will travel in casual clothing and will change back into casual attire whenever practical between games. In addition to protecting the uniform, this will allow the team to exercise the ritual of getting dressed (at the SOP time) and facilitate the pre-game mental preparation.
3. Brush - last year's brushes will be used at practice to conserve the new Performance heads and to help build brushing strength and endurance.



# Debrief Form

Position:   LD   2nd   3rd   Skip

Date: \_\_\_\_\_

Game: 1 2 3

Top part to be completed before the team debrief.

	RATING				
	Low	Average			High
<b>Rate yourself in the following areas:</b>	1	2	3	4	5
Your overall performance this game (including tolerances)					
Your ability to focus and concentrate					
Your ability to control emotions - act positive (no bunk)					
Your physical condition (tired or energized)					
Your performance as a team player (analysis, support, NGU)					
Your enjoyment of the game					

Comment on any low (less than 3) or high ratings or extenuating circumstances:

**Next part to be completed during or immediately following the team debrief.**

State two lessons that you learned from this game

As a result of this game, what do you think you need to practice?

### What does the team need to practice?

## **Shoot Out Drill**

The Shoot Out Drill will be performed at every practice immediately following the 10 Minute Practice Drill.

### **Draw**

**Objective:** Develop consistent draw weight and improve performance at SBTRP

- Each player throws one rock toward the button
- Shooting order is Skip, Lead, Second, Third
- In-turn draws unless out-turn is the straight turn
- Scoring as per below

Things to work on:

- Team weight judgment and communication
- LoD
- Stop watch timing
- Weight tolerance
- Brushing technique

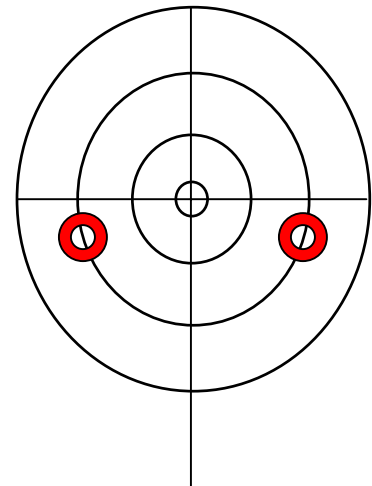
### **Take-out**

**Objective:** Develop consistent LoD, normal hit weight and accurate line calling

- Object rock is placed at 2 or 10 o'clock on outside edge of 8' (see diagram)
- Out-turn odd days, in-turn even days
- Objective is to hit and roll to the button
- Each player throws one rock in normal rotation
- Outside-in, unless inside-out is straight turn
- Scoring as per below

Things to work on:

- LoD
- Release
- 12 seconds from backline to Hog (timed by Skip/Third)
- Weight judgment and communication
- Line calling



### **Scoring**

8 Points – covering pin  
7 Points – biting Button  
6 Points – full 4'  
5 Points – biting 4'

4 Points – full 8'  
3 Points – biting 8'  
2 Points – full 12'  
1 Point – biting 12'

[illegible]

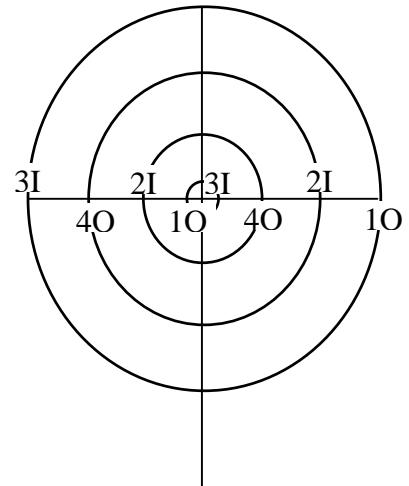
## 10 Minute Practice

**Objective:** Read the ice, find draw weight, check for mismatched rocks, prepare for SBTRP (shoot-out).

Cool down sliders, then, when told to start, take two practice slides (not too long). Sliding order: 4, 3, 2, 1. Start the drill with the Odd numbered rock.

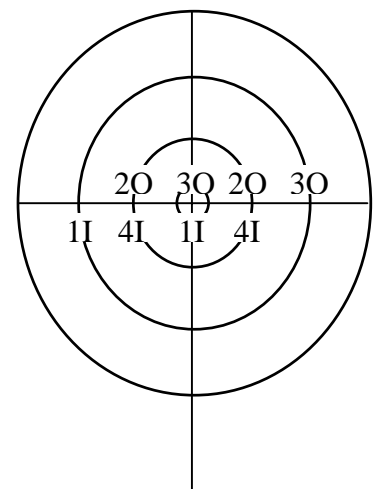
1. **Normal Take-out Weight.** Skip holds broom and times first rock, Coach times second rock, then alternate.

- a. Third – left edge of 12' IT
- b. Second – left edge of 4' IT
- c. Third – right edge of button IT, then proceeds to hold broom
- d. Second – right edge of 8' IT, then Skip proceeds to throw
- e. Lead – right edge of 12' OT, Third now holding broom
- f. Skip – right edge of 4' OT
- g. Lead – left edge of button OT
- h. Skip – left edge of 8' OT, Skip stays to hold broom, Coach stays to time



2. **Draws.** Coach stands at hog line and calls split time. Next shooter starts slide when previous time is called.

- a. Third – right edge of 8' OT
- b. Second – right edge of 4' OT
- c. Third – centre of button OT, then proceeds to hold broom
- d. Second – left edge of 4' OT, then Skip proceeds to throw
- e. Lead – left edge of 8' IT, Third now holding broom
- f. Skip – left edge of 4' IT
- g. Lead – centre of button IT
- h. Skip – right edge of 4' IT, Skip stays to hold broom, Coach stays to time



3. **Single draws with Odd rock.** No one holding broom, Coach timing at hog line
  - left edge of 8' OT (then adjusted as required to end up drawing to the center line)
  - Order: Second, Lead, Skip, Third
  - Attempt to hit a 5 (top eight foot)
4. **Single draws with Odd rock.** No one holding broom, Coach timing at hog line
  - left edge of 8' OT (or as required to end up on center line)
  - Order: Second, Lead, Skip, Third
  - Attempt to hit a 5 (top eight foot)
5. **Single draws with Even rock.** No one holding broom, Coach timing at hog line
  - right edge of 8' IT (or as required to end up on center line)
  - Order: Second, Lead, Skip, Third
  - Attempt to hit a 5 (top eight foot)
6. **Single draws with Even rock.** No one holding broom, Coach timing at hog line
  - right edge of 8' IT (or as required to end up on center line)
  - Order: Second, Lead, Skip, Third, Third stays to hold broom
  - Attempt to hit a 5 (top eight foot)
7. **Skips rock with brushing.** Third holding broom, front end brushing
  - IT (or straight turn) to hit the pin
8. **Skips rock with brushing.** Third holding broom, front end brushing
  - IT (or straight turn) to hit the pin

**Notes:**

- Confirm rocks are matched – consider giving mismatched rocks to the Second
- This routine is applicable to both the first practice and second practice scenarios as long as the ice has been nipped or rocked. If not (raw pebble), then normal take-out weight shots will be thrown on the second end instead of draws. The remainder is the same
- Starting with step 3 above, it is important to discuss the curl and refine the correct brush position for a draw to the button (SBTRP)
- Before step 7 it must be determined if an obvious straight turn exists

# Game Summary Sheet

Date: \_\_\_\_\_ Competition: \_\_\_\_\_ Location: \_\_\_\_\_ Sheet: \_\_\_\_\_ Draw: \_\_\_\_\_

Opposition: \_\_\_\_\_ Colour: \_\_\_\_\_ Score: \_\_\_\_\_ Time Remaining: \_\_\_\_\_

Steal Efficiency: \_\_\_\_/\_\_\_\_ Hammer Efficiency: \_\_\_\_/\_\_\_\_ Defence Efficiency: \_\_\_\_/\_\_\_\_ Big Ends Against: \_\_\_\_

Position	Observations	Percentage
Lead	Objective:	H - D - _____ ( ) +/-
Second	Objective:	H - D - _____ ( ) +/-
Third	Objective:	H - D - _____ ( ) +/-
Skip	Objective:	H - D - _____ ( ) +/-
Team	Objective:	H - D - _____ ( ) +/-

4/5<sup>th</sup> End Break:

How did we do? (✓ really good, √ okay, X need to improve)

Game Plan		Focus	
Tolerances		Energy	
Communication		No Bunk	
End Planning		Confidence	
House Cleaning		Never Give Up	
Brushing/Judgement		Positivism	

Lessons Learned:

