Name/Title: Indoor Curling

Purpose of Event: To simulate the lifetime activity of Ice Curling.

Suggested Grade Level: 9-12

Materials Needed:
Pillow polo sticks/brooms/hockey sticks
Yarn balls
Gym tape or poly spots
Different colored scooters

Description of Idea

Teams are comprised of 4 students each and will play an opposing team. One team is on offense and the other is on defense. The thrower or lead (person rolling the scooter) sits on a scooter and is pushed by one of his or her teammates, the skip, to simulate sliding on the ice. The thrower must release the scooter before a predetermined line, normally the sideline of a basketball court if you are playing with the width of the gym. The remaining 2 offensive students are sweepers and have either pillow polo sticks, hockey sticks, or brooms. The four defensive students have yarn balls. Each defensive student throws two yarn balls into the lane of their game. Once the thrower starts to get pushed the offensive students sweep the yarn balls out of the path of the scooter. Defensive players can continue to throw yarn balls back in the lane until the thrower releases the scooter. As the thrower releases the scooter he or she yells stop to let the defense know to stop throwing yarn balls (the teacher can modify this to have defensive students only throw yarn balls in the path once at the start). The sweepers may continue to sweep yarn balls away as long as they please, but they may not touch any scooters. After each throw the offensive and defensive teams switch. The thrower on each team changes every time, allowing each student the opportunity to be a thrower.

Students are broken up into teams of 4. Two teams play against one another. Each team has scooters of the same color. The end of a round is when each player from both teams have thrown a scooter (can be modified to 2 scooters as real ice curling is). The court can be modified, but it is the width of the gym. The line to release the scooter is the sideline and the target zone or house should begin around the opposite sideline. Assuming the teams have an even number of players, the game ends when each student has thrown or when the teacher blows the whistle. Points are then added up to decide a winner. Depending on how the class is set up more rounds are then played or teams rotate after each round. Rotations will be as follows: skipper to lead (thrower), lead to sweeper 1, sweeper 1 to sweeper 2, and sweeper 2 to skipper.

Scoring: (recorded at the end of each round)

Alternative: The target zone will be comprised of polyspots or tape forming 4 possible zones for a scooter to land like the target zone of ice curling (called the house). Point values are as follows: 1 for the outermost zone, 2 for the second outer zone, 3 for the third outer zone, and 4 for the most inner zone. If a scooter is in both zones, the zone giving a higher score is recorded. Scoring is not recorded until the final scooter is rolled because scooters in the scoring zone can get knocked out.

Traditional: The team that has a scooter closer to the center of the target zone, or the button, is the only team to receive points. That team receives one point for being closest to the center and an additional point for having the next closest scooter to the center while still being in the target zone. For example if the blue team has a scooter on the button, the 2nd closest scooter to the button, and the 3rd closest scooter to the button while the red team has the 4th closest scooter to the button, then the blue team receives 3 points for the round and the red team receives 0.

Assessment Ideas:

The students will take a written test that might include questions regarding the history, rules, equipment, and strategies of the game.

The students will analyze what factors affected the force with which, they threw the scooter. How successful were they with their efforts and reflect on why and why not they were successful.

The students discuss and modify their strategy as a team. The team will evaluate what was the best and or most efficient way to throw the scooter.

The students will detail and submit the strategies they implemented, both offensively and defensively during a game. The students will evaluate what strategies were most successful and why.

The students will create new offensive and defensive strategies to improve their performance.

Adaptations for Students with Disabilities:

Students in wheelchairs or other disabilities may be able to participate as a thrower without sitting on top of a scooter while the stone (scooter) is thrown. Modifications could be made to include the students in the offensive and defensive play of the game.

Submitted by **Thomas Barrett** in Randolph, NJ. Thanks for contributing to PE Central! **Posted on PEC: 9/23/2014**.

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