

## **BAMSA/RealBridge Teacher and Coach Conference Oct 2023**

### *Summary notes from each presentation*

#### **Nicky Bainbridge – What system to teach? (England)**

In this YouTube video, Nicky shares her thoughts on teaching bridge, particularly to under-18s and in schools. Here are the key points that can be useful for teaching bridge in schools and to youth:

1. **Flexibility in Teaching Systems:** Nicky emphasizes that there are various bridge systems available, and players often enjoy choosing systems that suit their preferences. However, when teaching, she suggests being open to different systems and choosing one that aligns with both the teacher's comfort level and the students' needs.
2. **Simplicity and Quick Learning:** For beginners, especially retirees or those who have not learned something new in a while, Nicky believes in teaching a simple and natural approach to bridge. She advocates for "Pure Acol," a straightforward system, to get people playing quickly. She emphasizes simplicity and natural bidding to make the learning process easier.
3. **Bread and Butter Bridge:** Nicky's approach focuses on what she calls "bread and butter bridge." This means teaching the basics and tactics that will address the majority of hands beginners are likely to encounter. This includes opening with 12 to 14 points and determining whether they have a game or not with their partner.
4. **Openness to Exploring Advanced Tactics:** While teaching the basics, Nicky encourages students to understand that bridge systems are not set in stone, but rather tactical approaches. As students become more comfortable with the game, they can explore advanced tactics and systems if they wish.
5. **Teacher's Comfort and Understanding:** Nicky's main message is that teachers should feel comfortable with what they teach, have a deep understanding of it, and choose a teaching approach that suits the learners they are working with.

#### **Morten Bilde: Keep new young players in the game, make sure we don't lose them (Denmark)**

In the YouTube video, Morten discusses the challenges of teaching bridge to young students and retaining their interest in the game. He highlights the following key points:

1. Initially, the challenge was getting bridge into schools, but they realized it was not hard to gain access to schools.
2. The main problem is retaining young players after they have completed bridge lessons.
3. Morten initially believed that bridge clubs would invite young players to continue playing, but this was not the case.
4. Possible solutions include establishing youth bridge clubs, after-school activities, organizing bridge events, hosting junior camps, and offering online activities.

5. Morten emphasizes the need for an online platform that provides opportunities for young players to continue playing and improving their skills.
6. They aim to create a website that offers teaching, playing, and bidding opportunities, partnering with various online bridge platforms to provide supervised play for children.
7. The goal is to keep students motivated and engaged in bridge even after their courses have ended.
8. The online activities will include individual games, beginners' tournaments, supervised play, and bidding competitions.
9. Morten acknowledges that they may not know if this initiative will succeed, but they are committed to trying to provide opportunities for young players.
10. The online activities will be organized on a weekly basis, with some dedicated sessions for supervised play.
11. The initial focus will be on European afternoon times, but the platform aims to cater to players from different regions.
12. Morten expresses a willingness to share the platform with interested parties and seeks feedback and collaboration from other countries.

Overall, Morten's initiative aims to address the challenge of retaining young bridge players by providing a platform for them to continue playing and improving their skills, both online and in-person. The success of this initiative will depend on participation and feedback from the bridge community.

### **Marianne Harding – Bridge A Tool for Inclusiveness (Norway)**

In this YouTube video, Marianne Harding from Norway discusses a project aimed at introducing bridge to schoolchildren, particularly sixth graders. She emphasizes the importance of changing the perspective of bridge as an inclusive activity to succeed in creating active bridge groups for children and gaining access to the school system.

Key points from the video:

1. The project's goal is to introduce bridge to 10,000 sixth graders within three years.
2. Changing the perspective of bridge as an inclusive activity helps in gaining funding, motivating children, and gaining support from parents.
3. Bridge can offer various benefits to children, including social skills, problem-solving, mathematics, and a network of friends.
4. The project aims to collaborate with schools to provide an after-school bridge activity as an extension of the school day.
5. Funding is crucial, and they successfully secured funding from foundations.
6. To sustain the activity, it's important to engage parents and create effective communication methods with them.

7. Teaching bridge to children is different from teaching adults, and it requires starting at a basic level and allowing them to explore the game.
8. Inclusivity is essential, and all children, regardless of their motivations, should be welcomed.
9. Breakdown problems into manageable steps to help children learn at their own pace.
10. The project provides materials and tools to make learning bridge more accessible and enjoyable for children.
11. Creating a safe and fun environment is crucial to maintaining a long-lasting activity.
12. The project can be replicated in other countries with necessary adaptations.
13. The cost per school is relatively low, mainly covering card decks and some healthy snacks.
14. The project is part of a case study for a larger research project on bridge youth and schools.

Challenges and opportunities of being involved in a research project include proving the effectiveness of the program and using research results to gain acceptance in more schools.

### **Ana Haarland – Emotional Thinking in Bridge (Norway)**

The video features a presentation by a bridge coach and social scientist from Norway, discussing the relevance of emotional competence in teaching bridge, particularly to new players and under 18s. The main points and action steps for teaching bridge to youth are as follows:

1. Recognizing Emotions: Emotions play a significant role in bridge, and it's crucial to recognize and manage them effectively during play and teaching.
2. Challenges in Bridge: Many new players struggle with insecurity and nervousness. It's essential to create a safe and inclusive environment to help them feel welcome.
3. Emotional Competence: Emotional competence is a set of skills that can be learned consciously. It involves recognizing, managing, and appreciating emotions in oneself and others.
4. Reflective Learning Model: The presenter shares the "Iare Holland model" for teaching emotional competence, emphasizing self-observation and reflection to discover communication patterns and emotional triggers.
5. Promoting Emotional Competence: Using self-observation, reflection, and awareness to understand and improve one's communication habits can help bridge teachers, coaches, and supporters become more emotionally competent.
6. Junior Coaches and Mentors: New players can benefit from junior coaches who bridge the gap between beginners and experienced players, as they empathize with beginners' challenges.
7. Course Book and Resources: Developing course materials and resources that address both the mental and emotional aspects of bridge learning can be effective in promoting emotional competence.
8. Promotional Events: In-person promotional events in public spaces can be successful in attracting new players to bridge courses.

## **Bronia Jenkins – Building bridge communities (USA)**

The video features Bronia Jenkins, the Executive Director of the American Contract Bridge League (ACBL), discussing teaching strategies and approaches that can be applied to bridge education, especially for under-18s and in school settings. Here are some key points from her talk:

1. **Enthusiasm:** It's important for teachers to be enthusiastic about the topic they are teaching, in this case, bridge. Sharing one's love and experiences in bridge helps students connect with the game.
2. **Engagement:** Lessons should be interactive and fun to keep students engaged. Being well-prepared is crucial to maintain interest.
3. **Use of Color:** Visual aids, colorful materials, and creative visuals can enhance the learning experience, making it more appealing to students.
4. **Simplicity:** Keep explanations and instructions simple, especially for beginners, to avoid overwhelming students.
5. **Interaction:** Encourage students to actively participate in discussions and ask questions. Be patient and wait for their responses.
6. **Building Connections:** Create a strong connection with your students by showing genuine interest in their lives, talking about their interests, and actively engaging with them.
7. **Interactive Lessons:** Incorporate interactive tools and games like Kahoot, Pictionary, and quizzes to make learning enjoyable and competitive.
8. **Avoid Saying "This is Easy":** Instead of dismissing topics as easy, acknowledge when students understand something. This approach helps boost their confidence and encourages them to ask questions.
9. **Be Flexible:** Be ready to switch gears if the lesson is not going well. Adapt your teaching style to meet the needs of your students.
10. **Identifying Challenges:** Recognize when students are struggling and address their difficulties to help them progress.
11. **Use Technology and AI:** Leverage technology, tools, and AI to enhance your teaching methods and make lessons more engaging and efficient.
12. **Create a Community:** Foster a sense of community among your students, where they enjoy being part of the group and feel supported.
13. **Embrace Mistakes:** Encourage students not to fear making mistakes; it's a natural part of the learning process.

Bronia also demonstrated how to use Kahoot, a popular interactive learning platform, to engage students in a quiz-style game to reinforce their bridge knowledge. Overall, the key is to make bridge education enjoyable, interactive, and engaging for under-18s to encourage their interest and participation in the game.

## **Paul Marston – What should we teach beginners? (Australia)**

In this YouTube video, Paul Marston discusses teaching bridge to beginners, particularly under 18s. Here's a summary of the key points:

1. Paul Marston has a passion for teaching bridge to beginners and has been doing so for many years.
2. Teaching beginners depends on various factors, including the medium (online or in a club), the teacher's goals, and the group of beginners.
3. Some teachers focus on selling lessons and materials to other teachers and clubs, which may not always prioritize the students' learning experience.
4. Paul emphasizes the importance of teaching content that simplifies bridge and makes it easier for beginners to understand.
5. He shares two specific changes he made in his teaching approach: a. He removed the one-trump opening bid from the beginner course to emphasize the importance of communication between partners. b. He changed the one-trump response to an opening bid of a major to be 6 to 11 points, simplifying the bidding process.
6. Paul outlines the main points taught in their beginner course bidding system:
  - Opening opposite an opening means you should aim for game.
  - If partner opens in a major and you have a fit, aim for game.
  - If you don't have an opening hand, just show your points.
  - If partner opens in a major and you don't have a fit, build your own suit.
  - If you have opening values and no fit for partner's major, bid one no-trump.
7. He advocates introducing bidding early in the learning process to engage students in the strategic and gambling aspects of bridge.
8. Paul shares statistics on the success of their teaching methods, with a high retention rate among graduates of their beginner courses.
9. He also announces a plan to partner with the Australian Bridge Federation to create an online community of young bridge players aged 14 to 24.
10. Paul emphasizes that his teaching approach is not the final word on teaching bridge but believes it's a step in the right direction.
11. He showcases the content provided to students through a dedicated page, including videos, columns, and other resources to engage and educate learners.
12. Paul mentions his book, "Introduction to Bridge," which aligns with the simplified bidding approach he discussed.
13. There's a question about the age group of 14 to 24 and potential challenges related to safeguarding regulations.
14. Another question asks about a corresponding book for the simplified bidding approach, which Paul mentions is covered in his book, "Introduction to Bridge."
15. Lastly, there's a discussion about regional variations in bidding systems and the preference for playing what's common in one's community.

Overall, Paul emphasizes simplifying bridge teaching methods to engage and retain beginner players, especially among younger individuals, and introduces his plans to collaborate with the Australian Bridge Federation to create an online community for young players.

### **Tracey Bauer – Digital Marketing, AI, and Social Marketing (USA)**

In this YouTube video, Tracy Bauer, a marketing and sales manager, discusses the use of AI, digital marketing, and social media in promoting bridge to young players and the community. She emphasizes the importance of adapting to the digital age and reaching niche audiences effectively. Key points from the video include:

1. The importance of using AI and digital marketing tools to promote bridge effectively in the digital age.
2. Targeting specific niches and creating personalized content to engage potential players, such as strategy gamers, math clubs, corporate wellness programs, retirees, and more.
3. The significance of customer personas or avatars to tailor marketing efforts to specific audience segments.
4. Leveraging artificial intelligence for content creation, video editing, and ideation to streamline marketing efforts.
5. The role of search engine optimization (SEO) in improving the visibility of bridge-related content on search engines like Google and YouTube.
6. Encouraging bridge players to support each other by liking, commenting on, and sharing bridge-related content on social media.
7. Emphasizing the importance of using platforms like YouTube to share bridge content, as many people, including youth, are active on these platforms.
8. Tracy offers her assistance and plans to conduct a webinar to help bridge organizations improve their digital presence and marketing strategies.

Overall, the video emphasizes the need to adapt to the digital landscape and use AI and digital marketing effectively to make bridge more visible and appealing to young players.

### **Joan Butts – SPIRAL teaching methodology (Australia)**

Joan Butts from Australia discussed her techniques for teaching bridge, particularly to students and new teachers. She highlighted the importance of a spiral education approach, which involves revisiting and building upon topics over time. Joan offered tips for teachers:

1. **Take Things in Small Segments:** Break classes into short, organized segments to keep students engaged and prevent overload.
2. **Play and Practice:** Allow students to play hands and engage in practical application rather than just lectures.
3. **Interactive Learning:** Encourage interaction between teacher and students, as well as peer-to-peer interactions, to create an engaging learning environment.
4. **Revisit Topics:** Emphasize that topics will be revisited and deepened, making students more open to learning foundational concepts.
5. **Accelerate Upwards:** Gradually increase the complexity of lessons, building on a solid base of knowledge.
6. **Less is More:** Avoid overloading students with information, focus on making them enjoy the game.

Joan's overall message was to cultivate a love for bridge in students, instill a desire to learn more, and help them develop a strong foundation that can be built upon over time. She emphasized the importance of teachers being patient and adaptable in their approach to teaching bridge.

## David Loeb – Growth Mindset (USA)

The YouTube video offers valuable insights on teaching bridge in schools and to individuals under 18. It emphasizes a shift in how to provide feedback and encouragement to young bridge players:

1. **Praise the Process, Not Just the Result:** Instead of praising the outcome of a hand, focus on praising the process. Encourage players by acknowledging their efforts, strategic thinking, and analytical skills. This approach helps reinforce learning and fosters a growth mindset.
2. **Get Feedback:** Encourage players to reflect on their performance. Ask them what they did well and where they can improve. Discussing hands with experts can provide valuable insights into their gameplay.
3. **Challenge and Comfort Zones:** Encourage students to challenge themselves by playing in open games. Stepping out of their comfort zone presents opportunities for growth and learning.
4. **Accept Failure as Part of Learning:** Teach young players that setbacks and confusion are natural parts of the learning process. Encourage them to see occasional failures as opportunities to learn and improve.
5. **Before the Game:** Invite players to join you after the game to analyze the boards they played. Encourage them to circle boards where they have questions. Avoid teaching or criticizing at the table, as this can disrupt the game.
6. **After the Game:** Create a positive post-game environment. Allow players to share their successes and challenges from the game. Again, emphasize praising the process over the result. Offer constructive advice that focuses on clues available to make the right actions and the risks and rewards of different options.
7. **Teach Natural Bidding Systems:** When teaching bidding systems, emphasize a natural style of bidding that is popular in your area, such as ACOL or 2/1 Game Force. Present conventions as solutions to specific bidding problems and enable students to understand the logic behind them rather than memorizing rules.

By implementing these strategies and fostering a positive and growth-oriented learning environment, bridge can become more accessible and appealing to younger players, ensuring its sustainability and growth in schools and among under-18s.

## Ulrich Bongartz – Making an error (Germany)

The speaker in the YouTube video emphasizes the importance of mistakes in the learning and teaching process, particularly in the context of teaching bridge. Here are some key points that can be useful for teaching bridge in schools and to under 18s:

1. **Mistakes Are Part of Learning:** The speaker argues that making mistakes is a natural part of the learning process. He encourages teachers to create a safe and supportive environment where students are allowed to make mistakes without fear of negative consequences.

2. **Positive Aspects of Mistakes:** Mistakes can be seen as opportunities for learning and improvement. They provide feedback on the learner's current level of knowledge and offer a chance to refine their understanding.
3. **Avoiding Paralysis:** The speaker cautions against the temptation to do nothing to avoid making mistakes. Inactivity doesn't lead to improvement, so students should be encouraged to take risks and learn from their errors.
4. **Differentiating Between Good and Bad Errors:** Not all mistakes are equal. Some mistakes can be valuable in teaching, while others may be less beneficial. Teachers should focus on significant errors that help students improve their understanding.
5. **Creating a Supportive Classroom Atmosphere:** Teachers should aim to create a classroom environment where students feel comfortable guessing and making mistakes. Mistakes should be celebrated as opportunities for learning and growth.
6. **Differential Diagnosis:** Mistakes can be used as diagnostic tools to identify what needs to be explained further and at what level of knowledge the students are. This helps teachers tailor their instruction to the specific needs of the class.
7. **Adapt Teaching to Skill Levels:** Teachers should consider the skill level of their students when deciding which mistakes to address and how to provide solutions. Beginners may need simpler explanations, while more advanced students can handle more complex concepts.
8. **Encourage Independent Problem Solving:** Teachers should allow students to attempt problem-solving on their own before providing solutions. This can boost students' self-confidence and help them learn independently.

In summary, the speaker advocates for a positive perspective on mistakes in teaching bridge to under 18s. Teachers should create a supportive environment that allows for mistakes while differentiating between good and bad errors, adapting instruction to skill levels, and encouraging independent problem-solving. Mistakes should be seen as valuable opportunities for learning and improvement.

### **Robert Todd & Michael Berkowitz – ACBLEF Youth Bridge (USA)**

In this YouTube video, Michael Berkowitz and Robert Todd discuss their efforts to promote bridge, particularly among youth and under 18s. They emphasize the importance of youth bridge programs and strategies to engage young players. Here are the key points from the video:

1. **Introduction to the American Contract Bridge League (ACBL) Educational Foundation:** Michael Burkowitz is the program chair, and Robert Todd is the president of the ACBL Educational Foundation, a nonprofit organization independent of ACBL that focuses on promoting bridge education.
2. **Challenges in Promoting Youth Bridge:** They discuss the challenges faced in promoting youth bridge, including the lack of immediate financial incentives for instructors, the long-term investment nature of youth players, and the difficulties in navigating various state and school regulations.
3. **Past and Current Youth Bridge Programs:** They mention past school bridge programs and how they significantly declined during the COVID-19 pandemic but



have started to recover. They also highlight the US Bridge Federation (USBF) mentorship program, which targets higher-level players.

4. **Challenges and Solutions:** They address challenges like regulatory hurdles, communication tools, and legal issues related to teaching children. They mention Zoom burnout and the need for innovative digital tools tailored to young learners.
5. **Building the Youth Bridge Pipeline:** They discuss the concept of a "youth bridge pipeline" with different entry points, including introductory classes, intermediate levels, and advanced courses. They emphasize the importance of making bridge fun and engaging.
6. **Community Building and Mentorship:** They highlight the significance of building a sense of community among young bridge players. They talk about mentorship programs and youth clubs as ways to keep young players engaged.
7. **Partnerships and Future Plans:** They mention the importance of partnerships with organizations like Boys and Girls Clubs and Girls Incorporated and discuss plans for multi-level bridge camps to involve players at various skill levels.
8. **Approaching Chess Clubs:** They acknowledge the potential for partnerships with other game-focused organizations like chess but suggest that the chess community may not be in need of additional partners at the moment.
9. **Volunteers and Support:** They discuss the need for volunteers in youth bridge programs, with an ideal mentor-to-student ratio of one mentor per table. They also mention the value of providing incentives such as food to attract and retain volunteers.

In summary, the video discusses efforts to promote bridge among youth and under 18s, addressing challenges, strategies, and the importance of building a supportive community. To further promote youth bridge, they are exploring partnerships, mentorship programs, and innovative teaching approaches.

### **Linnea Edlund – Making MinibrIDGE to established players (Sweden)**

A bridge player and member of the Swedish Bridge Federation, Linnea discusses the concept of Mini Bridge and its importance, especially for teaching bridge in schools and to individuals under the age of 18. She provides the following key points:

1. **Mini Bridge Overview:** Mini Bridge is a simplified version of bridge, primarily focusing on the auction part. It uses high card points (4 for an ace, 3 for a king, and so on) to determine the declaring side and declarer. It's a quick and easy way to introduce new players to bridge.
2. **Importance of Mini Bridge:** Linnea emphasizes the importance of teaching Mini Bridge not only to newcomers but also to established bridge players. She argues that existing bridge players can act as advertising pillars for the game and make it more accessible to new players.
3. **Bringing Bridge to People:** Linnea suggests promoting bridge in schools, universities, workplaces, golf clubs, and even family gatherings or social events. The idea is to introduce bridge to potential players in various settings.

4. **Encouraging Player Involvement:** Linnea encourages bridge players to talk about bridge to their social connections, promoting the game as an enjoyable and accessible pastime.
5. **Mini Bridge Camp:** Linnea shares information about the "Mini Bridge Cup" project conducted in Sweden, which aimed to get bridge players to create teams of players for a small team tournament. The goal was to provide a concrete introduction to bridge and bridge events.
6. **Ambassadors and Mentors:** Linnea discusses the roles of ambassadors and mentors in promoting Mini Bridge. Ambassadors inform clubs and players about the Mini Bridge Cup, provide teaching materials, and help create teams. Mentors, as established bridge players, lead teams and guide adepts.
7. **Online and Offline Play:** Mini Bridge matches can be played both online and in person, making it accessible to players across geographical distances.
8. **Feedback and Follow-Up:** Linnea emphasizes the importance of gathering feedback and following up with adepts to track their progress and encourage them to continue playing bridge.
9. **Prize Money:** Prize money for the Mini Bridge Cup was not substantial but served as an incentive for participants.
10. **Recruitment Strategies:** Linea aims to increase the number of ambassadors, use more mentors, and continue to promote Mini Bridge at local clubs and social gatherings.

In conclusion, Linnea advocates for the use of Mini Bridge as a tool to recruit, promote, and sustain youth players in the game of bridge. She stresses the need for existing players to act as ambassadors and mentors, making bridge more accessible and appealing to newcomers. The goal is to create a bridge community that can introduce and nurture young players.

### **Samantha Punch – Player types and marketing (BAMSA)**

In the video, Sam Punch from the University of Stirling discusses the Bridging Insights project which is part of the work of *Bridge: A MindSport for All* (BAMSA). The project aims to inform the development of a marketing strategy to promote bridge to the next generation of players, particularly those under 18. Sam emphasizes the need to shift the image of bridge to make it more appealing to a wider audience.

The project identifies four key types of bridge players, each driven by different motivations:

1. **Socializer:** Plays for the fun of the game and social interaction.
2. **Competitor:** Motivated by the competitive aspect of the game.
3. **Self-Improver:** Enjoys the challenge of the mind game and seeks personal improvement.
4. **Mind Gamer:** Plays for the insights gained from observing others' play.

The research found that socializers and competitors were the most widely recognized player types among both the bridge community and non-bridge players. It also highlighted the need to cater to these different player types in teaching and recruitment efforts.

The video suggests several action points to recruit, promote, and sustain youth players in bridge:

1. Shift the image of bridge through marketing strategies, including a social media presence.
2. Use existing research to create evidence-based resources to promote the game.
3. Create a welcoming and inclusive environment in clubs.
4. Strike a balance between catering to different player types.
5. Experiment with modified rules and formats to make bridge more accessible.
6. Develop innovative learning approaches, such as technology integration.

Additionally, Sam mentions ongoing and upcoming BAMSA research projects related to bridge promotion, coaching, and education, including efforts to engage with the gaming community and introduce bridge into schools.

Overall, the video highlights the importance of understanding different player types and tailoring recruitment and teaching strategies to attract and retain youth players in bridge.

### **Matthías Imsland - Believing In The Product (Iceland)**

In this YouTube video, Matthias Imsland, the Managing Director of the Icelandic Bridge Federation, discusses their successful efforts to increase the number of bridge players in Iceland, particularly focusing on teaching bridge in schools and to under-18s. Here is a summary of the key points:

1. **Challenges Faced Before:** Iceland's bridge community had a bad image both in society and among players themselves. It was perceived as a dying sport, and the image was predominantly of older men.
2. **Key Strategies for Success:**
  - **Image Change:** Rebranding and changing the perception of bridge in Iceland was a top priority. Creating a more positive image among both players and the general public was crucial.
  - **Increased Visibility:** Leveraging social media and sponsoring TV shows about bridge to increase visibility and interest in the game.
  - **Getting Old Players Back:** Encouraging former players to return to the game by making it more fun and positive.
  - **Teaching Bridge in Schools:** Making bridge a part of secondary grammar school curricula by offering credits for bridge courses.
  - **Engaging Young People:** Focusing on recruiting and teaching young people how to play bridge.
  - **Adding Tournaments for Beginners:** Creating tournaments tailored to beginners' skill levels to ease the transition into competitive bridge.
3. **Results Achieved:**
  - Significant increase in the number of players across age groups.
  - Higher participation in bridge tournaments.

- Revival of clubs that had ceased operations.
  - Expansion of bridge clubs, particularly in rural areas.
  - A notable increase in students learning bridge, with a strong focus on under-18s.
4. **Challenges and Future Plans:**
    - Need for additional funding to support the growing bridge community.
    - Demand for more space for clubs and tournaments.
    - The ongoing challenge of maintaining the positive image of bridge and sustaining the momentum.
  5. **Fundraising:** While the speaker did not elaborate extensively on fundraising methods, he mentioned that they received more support from the government due to their focus on engaging young individuals with specific skill sets.
  6. **Getting Schools to Give Credit:** This involved collaborating with schools, creating a bridge syllabus, going through quality checks, and ensuring that bridge courses could earn students credits.

Overall, the Icelandic Bridge Federation's success in increasing bridge participation among young people and changing the image of the game is attributed to a combination of rebranding, increased visibility, and a strategic focus on education and engagement. Their challenges moving forward include sustaining the momentum and securing additional resources.

### **Lyn Fry – Bridge teaching challenges (England/New Zealand)**

In this YouTube video, Lyn Fry, a bridge teacher and psychologist, discusses various challenges that can arise when teaching bridge to students, particularly those who are under 18 years old. She shares insights and strategies for dealing with different types of students and fostering their interest in the game.

Key points discussed in the video for teaching bridge to students, including under 18s, are as follows:

1. **Maintain Interest and Motivation:** It's essential to keep students feeling like they're making progress and looking forward to lessons. Make the classes engaging and fun to ensure their continued interest.
2. **Dealing with Different Student Types:**
  - *The Late Comer:* Start lessons on time to discourage lateness.
  - *The Shrinking Violet:* Build their confidence by offering praise and constructive feedback privately.
  - *The Bully:* Address disruptive behavior privately, emphasizing the importance of respectful communication.
  - *The Know-It-All:* Encourage them to play with more experienced players who can handle their assertiveness.
  - *The Challenger:* Embrace their challenging questions to keep classes dynamic.
  - *The Questioner:* Encourage them to ask questions and provide a structured way for them to seek clarification.

- *The Outcast*: Be inclusive, rotate partners, and provide support for students with unique needs.
3. **Recruiting and Sustaining Youth Players:**
    - Encourage interaction between beginners and more experienced players.
    - Promote participation in club activities and competitions.
    - Use positive reinforcement, praise, and rewards to motivate and recognize students' progress.
    - Create a supportive and inclusive learning environment.
  4. **Handling Teaching Failures:** If a whole class struggles to grasp a concept, consider revising teaching methods, checking students' understanding more frequently, and offering special lessons.
  5. **General Teaching Tips:** Welcome students by name, keep explanations concise, provide handouts for revision, address individual needs, ask for student input on lesson topics, and organize tournaments for practical experience.

Overall, the video emphasizes the importance of adapting teaching methods to suit different student personalities and needs while fostering a positive and engaging learning environment. The goal is to keep students interested, motivated, and enthusiastic about learning bridge.

### **Alan Shillitoe – Framework for teaching youth bridge (England)**

This YouTube video features Alan Shillitoe, a coach and mentor of youth bridge players in the United Kingdom, with over 20 years of experience. He discusses how to teach bridge to under-18s in schools and shares insights from sports psychology applied to bridge coaching. Here are the key points:

1. **Alan's background:** Alan has been involved with the England Junior squads for about 20 years, coaching players of all ages, from under-16 to under-26. He has around 200 international players, and he's a former England Junior International.
2. **Focus on sport science:** Alan emphasizes that the bridge community needs to integrate sports science principles to understand and improve the development of young bridge players.
3. **Development model:** Alan introduces a developmental model that aligns with a player's age and skills, similar to models used in physical sports. He proposes various stages for young bridge players, focusing on building skills and evolving from a beginner to an elite level.
4. **Types of relationships:** The teacher-coach-mentor relationship with students evolves as they progress. The teacher is more instructional, the coach helps students find their solutions, and the mentor provides deep insights based on experience.
5. **Open and closed skills:** Alan discusses open skills (dynamic, influenced by opposition) and closed skills (fixed, consistent). He highlights the need for different teaching approaches for each type of skill.
6. **Feedback:** Alan emphasizes the importance of feedback in skill development. Intrinsic feedback is self-generated, while extrinsic feedback is provided by coaches or teachers. The right balance of both is crucial for a student's progress.

7. Optimizing training: Alan suggests various methods to optimize training, such as contextual play, self-involvement in learning, periodic testing, interleaving skills, and training under pressure.
8. Intrinsic feedback development: As students progress, they should become more self-reliant in analyzing their games and making self-corrections.
9. Challenges in feedback: Alan discusses challenges in feedback, including the risk of overwhelming students with too much feedback and the need for teachers or coaches at the right skill level.
10. Good feedback: Effective feedback should focus on processes and goals, reinforcing positive behaviors, and offering some insight into why certain actions are beneficial.

This video is valuable for those interested in teaching bridge to young players, as it emphasizes the need for a structured and adaptable approach to bridge education, considering the developmental stage of each player.

### **Bridge-training.com (France)**

The video features Jean Pierre Desmoulins, a bridge teacher and author, discussing the creation of a bridge training platform for teaching bridge to students, including those under 18. He expresses frustration with the traditional teaching methods that limit students' active participation and proposes a solution through technology.

Key points from the video that can be useful for teaching bridge in schools and to under-18s include:

1. **Need for Improved Teaching Methods:** The speaker highlights the challenge of engaging students effectively in bridge, as traditional methods often limit their active involvement.
2. **Bridge Training Platform:** Jean Pierre proposes the idea of a bridge training platform that allows teachers to input data and create links to share with their students. These links enable students to play bridge hands against robots, increasing their learning opportunities.
3. **Collaboration with Junior Companies:** He collaborated with a junior company to develop this platform, emphasizing the importance of technology and artificial intelligence in enhancing the learning experience.
4. **Platform Features:** The platform includes options for teachers to input bidding sequences, comments, and pedagogical characteristics. It allows for customization of the learning experience, from displaying bidding sequences to engaging in mini-bridge.
5. **Use of Existing Data:** Teachers can use existing bridge data in PBN or DP formats, making it easier to create teaching scenarios.
6. **Free and Ad-Financed:** The platform is free to use and is financed through advertising, ensuring accessibility for all bridge enthusiasts, including young players.
7. **Various Use Cases:** The video outlines several potential use cases for the platform, including classroom teaching, club tournaments with commented hands, incorporating QR codes into printed materials, and including links in online content.

In summary, the video introduces a bridge training platform that can enhance the teaching of bridge to students, especially those under 18, by providing a more interactive and customizable learning experience. The platform is free to use and offers numerous possibilities for teachers and organizations to promote and sustain youth interest in bridge.

### **Deborah Drysdale & Allison Evans – Newbies to the bridge community (USA)**

The YouTube video features Allison Evans and Deborah Drysdale discussing their non-profit bridge program, Planet Bridge, with a focus on teaching bridge to beginners, including youth under 18. Here's a summary of key points:

1. **Introduction to Planet Bridge:** Planet Bridge is a non-profit bridge program that aims to grow the game of bridge in various forms, including online, in-person, social, and competitive. They primarily teach adult beginners, including brand new players and those returning to the game.
2. **Program Structure:** The program offers 24 weeks of online lessons, hand practice, and face-to-face social bridge opportunities. Experienced bridge players volunteer as coaches for the learners. The curriculum is divided into three main areas: play of the hand, defense, and bidding.
3. **The Role of Community in Learning Bridge:** The importance of building a bridge community became evident during the COVID-19 pandemic. Social connection is crucial to bridge, and this connection can happen online as well as in-person.
4. **Community Building Approach:** They actively work on building a community by introducing icebreakers and lingo for different levels of players (Adult Brand Newbies, Newbie Rusty Newbies, Regulars). Consistent meeting times and a welcoming atmosphere are essential for building the community.
5. **Community Activities:** The community extends beyond the lessons, with examples of students forming their own games, connecting for practice, and even meeting up in-person at national tournaments.
6. **Individualized Learning:** The program caters to various types of learners. Some learners aim to be competitive players, while others simply want to enjoy bridge at the kitchen table. The coaches acknowledge individual differences and encourage learning at each student's pace.
7. **Embracing Mistakes:** The program encourages an open attitude towards making mistakes. Mistakes are seen as opportunities for learning and growth.
8. **Challenges and Future Considerations:** Challenges include teaching different levels simultaneously and difficulty in teaching children online. In-person teaching for children tends to be more effective. The program is exploring ways to address these challenges.
9. **Community-Based Teaching Approach:** The video highlights the positive impact of the community-based teaching approach and how it fosters a supportive, safe, and fun learning environment.

Overall, the video showcases an approach to teaching bridge that focuses on community building, individualized learning, and a positive and fun learning environment, which can be valuable when teaching bridge in schools and to youth players.

### **Kathie McNab – Becoming a master teacher (USA)**

The video discusses the American Bridge Teachers Association (ABTA) and its mission to improve the teaching of bridge. The ABTA is a global organization of professional bridge teachers dedicated to enhancing the quality of bridge instruction. They have a motto of helping bridge teachers become more effective, knowledgeable, and professional.

The ABTA offers several resources and benefits to its members, including an annual convention with guest speakers, discussions on effective teaching methods, and information on bridge techniques for both new and experienced players. The organization aims to keep bridge teachers informed and up-to-date.

To become a Master Teacher with ABTA accreditation, there are specific requirements, such as being an ABTA member for at least three years, teaching for at least 100 hours and receiving payments, and attending at least one ABTA convention. Master Teachers are recognized as high-quality instructors and have advantages when seeking employment opportunities.

The video also briefly mentions that becoming a Master Teacher doesn't require being an expert player, but it does require the ability to teach effectively and find answers to bridge-related questions. An example of a question on bidding is given to illustrate the kind of knowledge required.

To become a Master Teacher, candidates must go through an interview process, which involves presenting a favorite lesson and answering questions on bridge theory. The panel assesses their communication skills and teaching ability.

At the end of the video, Kathie MacNab, who is part of ABTA, invites viewers to visit their website or contact her for more information about becoming a Master Teacher.

### **Patty Tucker – Teaching bridge to youth (USA)**

This YouTube video features Patty Tucker discussing youth bridge programs and how to effectively teach bridge to students under 18 years old in schools. Here's a summary of the key points:

1. **The Importance of Fun:** Teaching bridge to youth should be enjoyable and fun. It's crucial for both teachers and students to have a good time while learning the game.
2. **Setting Realistic Goals:** When starting a youth bridge program, set realistic goals. Understand that success will take time to achieve and that there will be challenges along the way.



3. **Organizational Considerations:** To set up a youth program, consider factors like locations, volunteers, supplies, administration, finances, marketing, and teachers.
4. **Locations:** Various locations like schools, churches, recreation centers, libraries, and bridge clubs can serve as suitable places for teaching bridge to children. Each has its advantages and disadvantages.
5. **Schools vs. Bridge Clubs:** Consider the pros and cons of teaching bridge in schools versus bridge clubs. Schools offer accessibility and safety, but bridge clubs can offer more supplies and convenience.
6. **Parental Involvement:** Encourage parents to be involved in the program, whether by attending classes or helping with organizing and fundraising.
7. **Supplies:** Ensure you have clean and well-maintained supplies for teaching bridge, including cards, bidding boxes, and more.
8. **Administration and Finance:** Address issues related to finances, including whether teachers will be paid and who will oversee financial and administrative tasks.
9. **Marketing:** Develop a clear marketing strategy to promote your program, such as creating a website, posters, and maintaining an online presence.
10. **Teachers:** Consider the experience and credentials required for teachers. Team teaching can be a beneficial approach to maintain consistency and reduce the burden on individual teachers.
11. **Available Resources:** Utilize existing resources and organizations that provide free materials and support for teaching bridge to youth.
12. **Club or Unit Involvement:** Consider whether your local bridge club or unit might support and sustain the youth bridge program more effectively.
13. **Passion for Teaching Kids:** The joy of teaching bridge to children and sharing the game with them is a rewarding experience.

At the end of the video, Patty encourages viewers to reach out for questions or ideas related to teaching bridge to youth. It's important to remember that while this summary provides a broad overview of the video's content, the original video likely provides more details and insights on each topic.

### **Michael Rushworth – Flipping the Script (England)**

In this YouTube video, the speaker, Michael Rushworth, discusses rethinking how to teach bridge to youth players, particularly those under 18 years old. Michael is a BAMSA community researcher and has experience teaching bridge to young people.

He begins by sharing his personal experience of starting to play bridge at the age of 18 and how he transitioned into teaching bridge, both in schools and online. Michael also mentions his role in conducting case studies on youth education in different countries to identify effective teaching methods for youth players.

Michael then delves into cognitive science and its relevance to teaching and learning. He discusses the importance of making lessons engaging and how to deal with the challenge of children not enjoying bridge lessons. He emphasizes that children might struggle to understand bridge concepts, and teachers should be patient and create a supportive learning environment.

Michael introduces a model for teaching bridge, which involves attracting the attention of youth players, using effective teaching techniques to help them concentrate, chunking knowledge into smaller parts, and promoting retrieval of knowledge to strengthen memory. He also stresses the need for keeping lessons short (30 minutes to an hour) to match children's attention spans.

The speaker highlights the concept of cognitive load and the importance of breaking down information into manageable pieces to prevent overloading young learners. He also explains that continuous practice and retrieval of knowledge are essential for retaining bridge concepts and skills.

Michael offers examples of how some bridge organizations effectively implement cognitive science in their teaching programs. These organizations use methods like chunking lessons, retrieval practice, and short sessions to engage and educate young bridge players.

The video also covers behaviour management in bridge lessons. Michael advises teachers to maintain a positive and supportive atmosphere, correct poor behavior positively, and focus on what they want students to do rather than what they shouldn't do.

The video discusses gamifying the learning of bridge for youth players and provides insights and solutions for teaching bridge in schools and to under-18s. Here's a summary of the key points:

1. Gamifying Bridge Learning:
  - The video suggests that gamifying the learning process can be effective for youth bridge players.
  - It mentions Marvel Snap as an example of a well-designed onboarding game with a simple tutorial that guides players through new themes and mechanics.
2. Balancing Depth and Complexity:
  - Bridge is acknowledged as a deep and complex game, which can be challenging for youth players.
  - The video emphasizes the need to balance the depth of the game with the complexity of teaching bidding systems and inference.
3. Success and Competition:
  - Success and competition are highlighted as crucial motivators for youth players.
  - The video suggests that youth bridge should monitor progress and set higher goals to keep players engaged.

4. Layered Learning:
  - The video recommends introducing bridge concepts in a layered and sequential manner to help players grasp the game's intricacies.
5. Solutions for Gamifying Bridge:
  - Hosting regular bridge tournaments as part of bridge sessions to test players' knowledge and provide motivation.
  - Rethinking grading systems to allow youth players more opportunities for success.
  - Rewarding success for all youth players and aligning bridge learning with national qualifications to provide recognition.
6. Technology in Bridge Teaching:
  - Acknowledging the importance of technology in teaching bridge, whether online or in person.
  - Highlighting the need for bridge organizations to adapt to the digital landscape and consider both online and in-person teaching approaches.

In summary, the video suggests that gamifying the learning process, balancing depth and complexity, promoting success and competition, and embracing technology are key strategies for teaching bridge to under-18s. It emphasizes the importance of creating a welcoming and motivating environment for young bridge players.

This YouTube video discusses the best ways to teach bridge to youth and under 18s. The speaker emphasizes the importance of balancing in-person and online teaching based on the number of young players available. They suggest using technology as an onboarding tool, mentioning the Tricky Bridge app as a good example. Additionally, they recommend using apps like Cubids, Bid72, and Funbridge for revision and daily practice. Online teaching tools like Sharp Bridge and Realbridge are highlighted for teaching and organizing youth tournaments.

The video emphasizes the need for regular, short events and semi-regular tournaments to keep youth engaged. The speaker also recommends implementing a session type-style player ranking system to motivate young players.

The ideal Bridge youth player is described as someone who regularly attends lessons, plays with friends, enjoys the game, and values bridge as a social skill. Universities, governments, and the community should recognize the value of bridge. The video highlights the importance of teaching principles and etiquette to develop exemplary bridge players.

The speaker suggests that the Bridge community can learn from chess in schools as a model for attracting and retaining young players. They also provide a list of recommendations for teachers, organizations, and players to help promote youth bridge.

Overall, the video offers insights on how to teach bridge to youth effectively and sustain their interest in the game, emphasizing the importance of community, social skills, and regular engagement.

## **Benedetta Ragiazzi – Didactic teaching methods (Italy)**

The video discusses teaching bridge, specifically to individuals under 18 and in school settings. The key points covered in the video are as follows:

1. **Educational Tools:** The video emphasizes the importance of various educational tools for teaching bridge. These tools include a computer, printer for lesson materials, an iPad for interactive teaching, and a digital pen for writing on the iPad.
2. **Essential Equipment:** The presenter also mentions the need for an additional device that connects to the iPad and an Apple TV for projecting lessons on a screen, typically through HDMI. Proper equipment setup is vital for effective teaching.
3. **Teaching Moments:** The video identifies three key teaching moments: a. **Lessons:** Traditional lessons with PowerPoint presentations containing essential information, examples, and exercises. b. **Bridge Gym:** A unique concept termed the "Bridge Gym" where students practice and confront concrete problems encountered during regular play. c. **Tournament Documentation:** Providing students with documentation and analysis of their tournament games, both in-person and online.
4. **Lesson Preparation:** Lesson preparation involves creating a simplified PowerPoint presentation with essential information, examples, and interactive exercises. The goal is to make lessons simple yet informative, with plenty of examples and hands-on exercises.
5. **Bridge Gym:** The Bridge Gym is a practice environment for students to confront real problems from random hands. It encourages students to think independently and play in perfect silence. The exercise aims to help students understand the decision-making process and the impact of their choices.
6. **Tournament Documentation:** The video highlights the importance of documenting tournament games, including hand diagrams, scoring, and analysis. This helps students understand their performance and learn from their mistakes.
7. **Commentary on Tournaments:** The presenter discusses the significance of providing post-tournament commentary, including score sheets, curriculum, and hand diagrams. This helps students understand their progress and learn from their experiences.
8. **Guiding Principles for Teaching Bridge:** The presenter provides several guiding principles for effective bridge teaching: a. Keep lessons simple and straightforward, ensuring clarity. b. Repeat information and be patient with students' questions. c. Encourage student participation and interaction during lessons. d. Stress the importance of playing bridge as the primary learning method. e. Encourage students to play as much as possible, both in class and individually. f. Promote student interactions and encourage them to form relationships to enhance their learning experience. g. Consider providing tutorials on online bridge platforms to ensure students can navigate and use them effectively.

## **Milan Macura – How to teach bridge (Czech Republic)**

The video is about teaching bridge to under 18s and focuses on making the game of bridge simple, fun, and easy to learn. Here's a summary of the key points:

1. Bridge is a versatile game: It can be played as a card game with friends, in schools, online, or even as a competitive mind sport on a national and international level.
2. Bridge is a game of tricks, logic, and strategy: Bridge is not just about high card points but also about winning tricks, employing logical thinking, and developing strategies to outsmart opponents.
3. Stop counting high card points: The video suggests that high card points can make learning bridge more difficult. Instead, it promotes the idea of focusing on identifying the number of tricks a hand can take, both honor tricks (Aces, Kings, Queens) and length tricks (small card tricks).
4. Five steps to teach bridge to children: a. Learn taking tricks. b. Understand setting a contract and the value of honors. c. Introduce simple bidding, initially without talking. d. Develop a basic bidding system for communication. e. Fine-tune the system for advanced players.
5. Play the game of contract: A simplified and competitive version of bridge where players individually try to make the number of tricks they decided at the beginning. Scoring involves giving points to those who make their contract.
6. Change from individual game to partnership game: After learning the basics, transition to playing in partnerships with partners and defenders. Focus on making as many tricks as possible, using honor tricks, and fulfilling a contract for your partnership.
7. Replace high card points with honor tricks: Emphasize that Aces, Kings, and Queens are the honors that win tricks.

By simplifying bridge, focusing on tricks and honors, and following a structured teaching approach, it becomes easier to introduce and sustain bridge as a game for under 18s.

This YouTube video discusses an approach to teaching bridge, particularly to individuals under 18 years old. The video emphasizes a simplified method that focuses on counting tricks and developing strategies. Here are the key points from the video:

1. **Teaching Honor Tricks and Length Tricks:** The video suggests teaching beginners the concept of "honor tricks," which are won with high cards, and "length tricks," which are won with small cards. It encourages introducing length tricks early on to help players understand trick-taking strategies.
2. **Setting Up the Contract:** The video recommends having players announce how many honor tricks they have and then work together to set up the contract. The dealer may suggest trumps or no trumps, and the partnership quickly confirms the contract.
3. **Choosing Trump Suits:** If a player has a five-card suit, they suggest it as the trump suit. If they have a six-plus card suit, they can suggest it as the trump suit as well.
4. **Scoring in No Trumps:** In no trump contracts, players add their honor tricks and one or two length tricks to determine the potential for making tricks. If they have more than five honor tricks, they round it up; if they have less, they round it down.
5. **Scoring in Trump Contracts:** In trump contracts, players add their honor tricks together, plus two length tricks.
6. **Scoring and Bidding System:** The video proposes a simplified bidding system based on the number of honor tricks and length tricks in the hand. It encourages avoiding

complicated conventions and high card point systems, focusing on the simplicity of tricks.

7. **Motivating Young Players:** The video emphasizes the importance of motivating young players through competition and social interaction. Playing bridge can be fun, and forming social groups to play and discuss bridge strategies can keep players engaged.

This approach aims to make bridge more accessible and engaging for young learners while keeping the focus on the core concepts of trick-taking and strategy.

### **Sam Knox – Use of social media**

The video is about using different social media communication channels for promoting and teaching bridge, particularly to under-18s. Here are the key points:

1. Facebook: It is a dominant social media platform that allows easy communication with a large number of people. It's a great tool for reaching a broad audience.
2. Instagram: Popular with younger demographics, especially those in their late teens and early twenties. Instagram is visual and can be used to share content, making it ideal for targeting young players.
3. YouTube: Widely used among all age groups, YouTube is an excellent platform for engaging an audience through longer, educational videos. It has a high engagement rate, and the speaker recommends OBS Studio for recording and iMovie or Clipchamp for video editing.
4. WhatsApp: A widely adopted messaging platform that can be used for creating groups to communicate with a large number of people. WhatsApp channels, which are one-way communication tools, can be beneficial for disseminating information quickly.
5. Nextdoor: A platform aimed at connecting neighborhoods and allowing people to get to know their neighbors. It's useful for finding people with similar interests in close proximity.

In summary, the speaker suggests using various social media platforms strategically to reach different target audiences when teaching bridge, with a focus on Facebook, Instagram, YouTube, WhatsApp, and Nextdoor.

### **Meriam Daldoul – Teaching bridge to children/young**

This YouTube video is a presentation about teaching bridge to children and young people. It highlights the benefits and objectives of teaching bridge to children, as well as the methodology involved in the teaching process.

### **Benefits of Teaching Bridge to Children and Youth:**

1. **Development of Specific Qualities:** Bridge helps children develop specific qualities such as logic, communication, socialization, and decision-making.
2. **Information Processing:** It involves processing information, observing, analyzing facts, and using imagination, which promotes reasoning and critical thinking.
3. **Coded Communication:** The game encourages coded communication between partners and opponents, fostering effective communication skills, trust-building, and memory retention.
4. **Social Bonds:** Bridge encourages children to connect with peers who share the same passion, promoting teamwork and the importance of respecting partners and opponents.
5. **Decision-Making:** Players are required to make decisions while assessing the risks involved, and it emphasizes respecting one's partner's decisions even if they disagree.

### **Intellectual Benefits:**

1. **Intellectual Skills:** Bridge sharpens intellectual skills like reflection, concentration, memorization, mental calculation, strategy, and anticipation.

### **Social Development:**

1. **Conviviality:** Children become part of a group sharing a passion for bridge, fostering a sense of belonging, discipline, and respect for fellow players.
2. **Team Spirit:** Bridge teaches children the value of teamwork, supporting and encouraging their teammates.

### **Methodology for Teaching Bridge to Children:**

- Classes should be conducted in a dedicated space, such as a classroom in schools, offering bridge as an extracurricular activity alongside other games like chess or soccer.
- The teaching process should be based on hands-on practice, with students playing cards from the first session.
- Lessons should be tailored to specific hands prepared in advance by the instructor.
- Periodic check-ins during the lessons help to ensure students' understanding and progress.
- The majority of the lesson should involve practicing hands related to the day's topic.
- A free expression session allows students to play additional hands and discuss their decisions, correcting errors and reinforcing the lesson.
- The necessary materials include playing cards, gaming tables, bidding boxes, and bridge boards.

## **Rob Barrington & Gavin Wolpert (USA) – Keys to success as a bridge teacher/coach**

This YouTube video features a discussion between two bridge players, Gavin and Rob, about teaching bridge effectively. Here are the key points that can be useful for teaching bridge in schools and to individuals under 18:

1. **Learning Through Experience:** Both players emphasize the importance of learning by playing and making decisions. They recommend playing bridge regularly, analyzing boards, and learning from mistakes.
2. **Repetitive Decisions:** It's crucial to give students as many opportunities as possible to make decisions in class. This reinforces their learning and helps them apply their knowledge in real games.
3. **Feedback and Questions:** In an online environment, it's essential to provide feedback and encourage students to ask questions. Feedback helps both students and instructors understand areas that need improvement.
4. **Supportive Environment:** Creating a safe and supportive learning environment is essential. Teachers should be understanding and empathetic, encouraging students to take risks and make mistakes without feeling discouraged.
5. **Teaching Partnerships:** Teach students not only how to play but also how to be good partners. Encourage positive interactions and cooperation with partners during the learning process.
6. **Keep It Simple:** Focus on teaching topics that are likely to come up frequently in games. Avoid diving too deeply into advanced topics, especially when teaching beginners.
7. **Encourage Thought Process:** Encourage students to think critically and explain their thought process when making bids or plays. This helps them understand why they're making certain decisions.
8. **Learn from Mistakes:** Emphasize that mistakes are a valuable part of the learning process. Analyzing and learning from errors can lead to improvement.

At the end of the video, they also discuss the importance of avoiding the 5 of a minor contract if 3 No Trump is a viable option and briefly analyze a bridge hand to demonstrate their teaching approach.

*Conference summary notes compiled by Michael Rushworth, BAMSAs Community Researcher*

*Feedback welcomed: [bamsa@stir.ac.uk](mailto:bamsa@stir.ac.uk)*