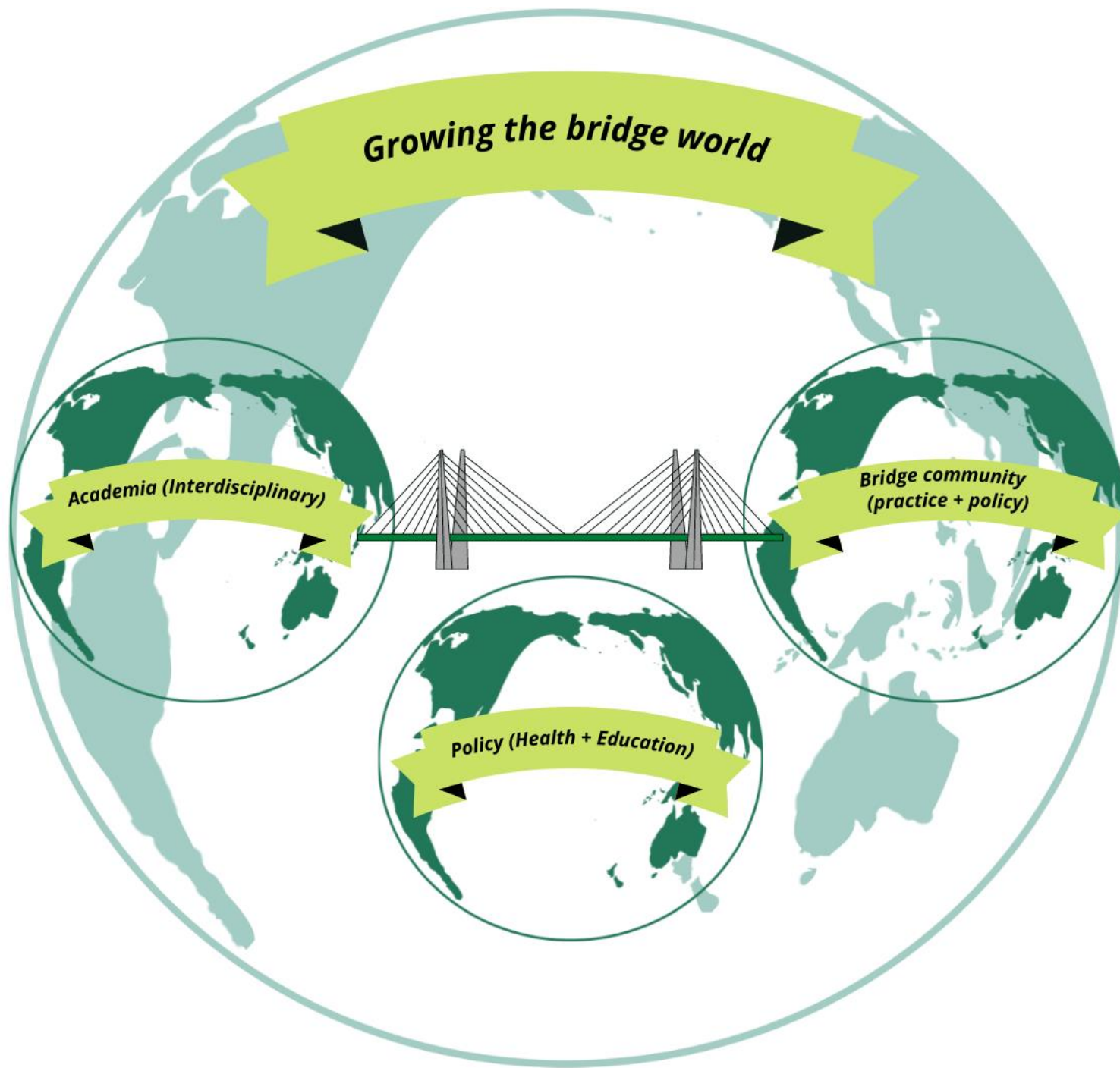


Bridge: A MindSport For All

Connects People, Challenges Minds

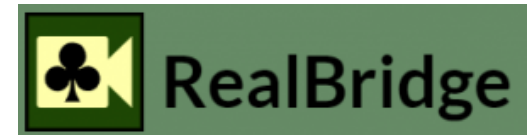
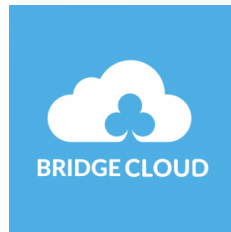




European Bridge League



American Contract Bridge League



Community researcher training 2024: Schedule



Bridge: A MindSport For All
Connects People, Challenges Minds

UNIVERSITY *of*
STIRLING



Monday the 7th of October 2024

10-11 am Welcome and introduction: Learn more about our youth bridge research ("Bridging Schools")

10.50-11 am BREAK

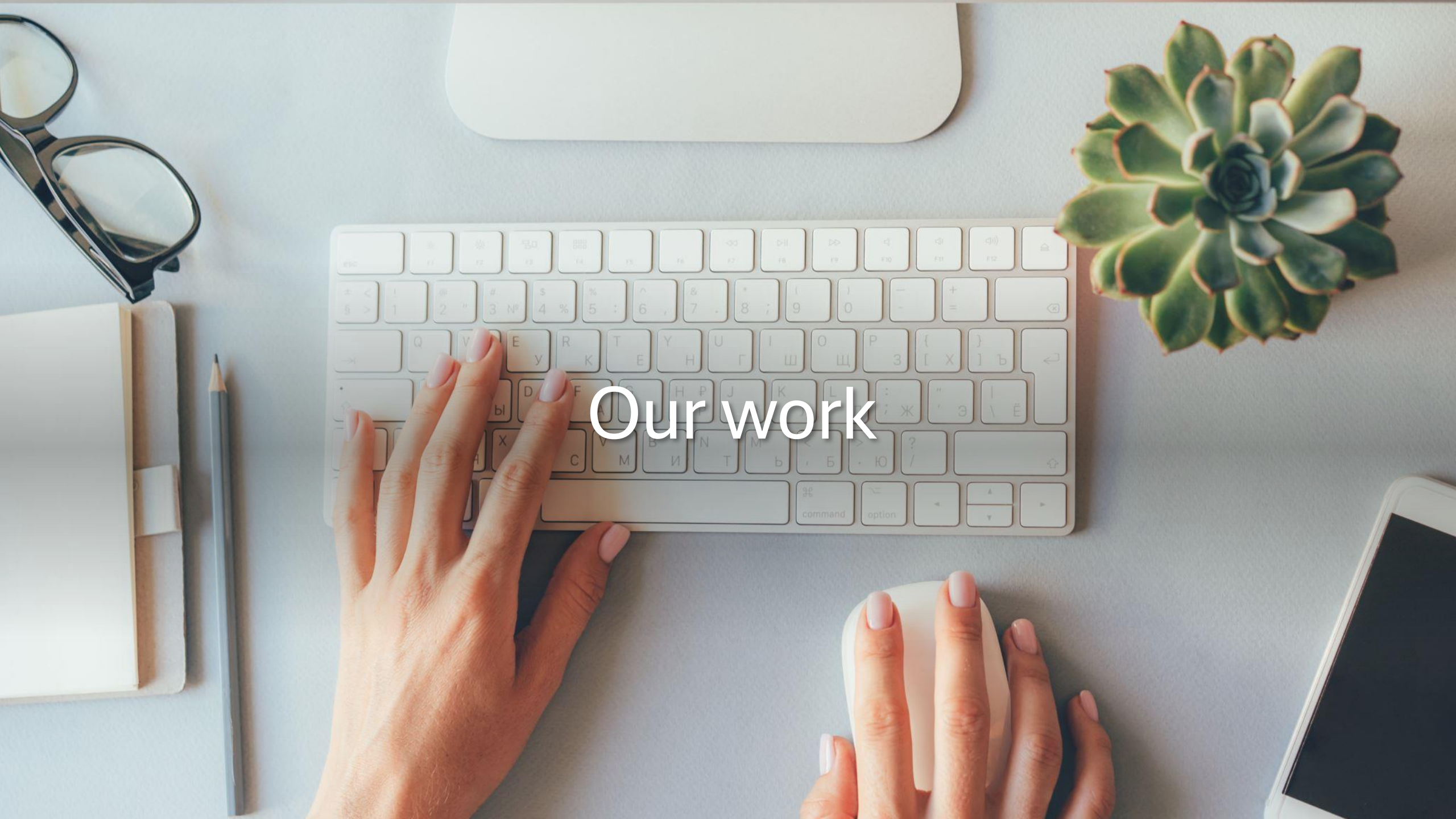
11-12 am Interviewing techniques: A handy overview of what to do before, during and after interviews

12-1 pm Light lunch

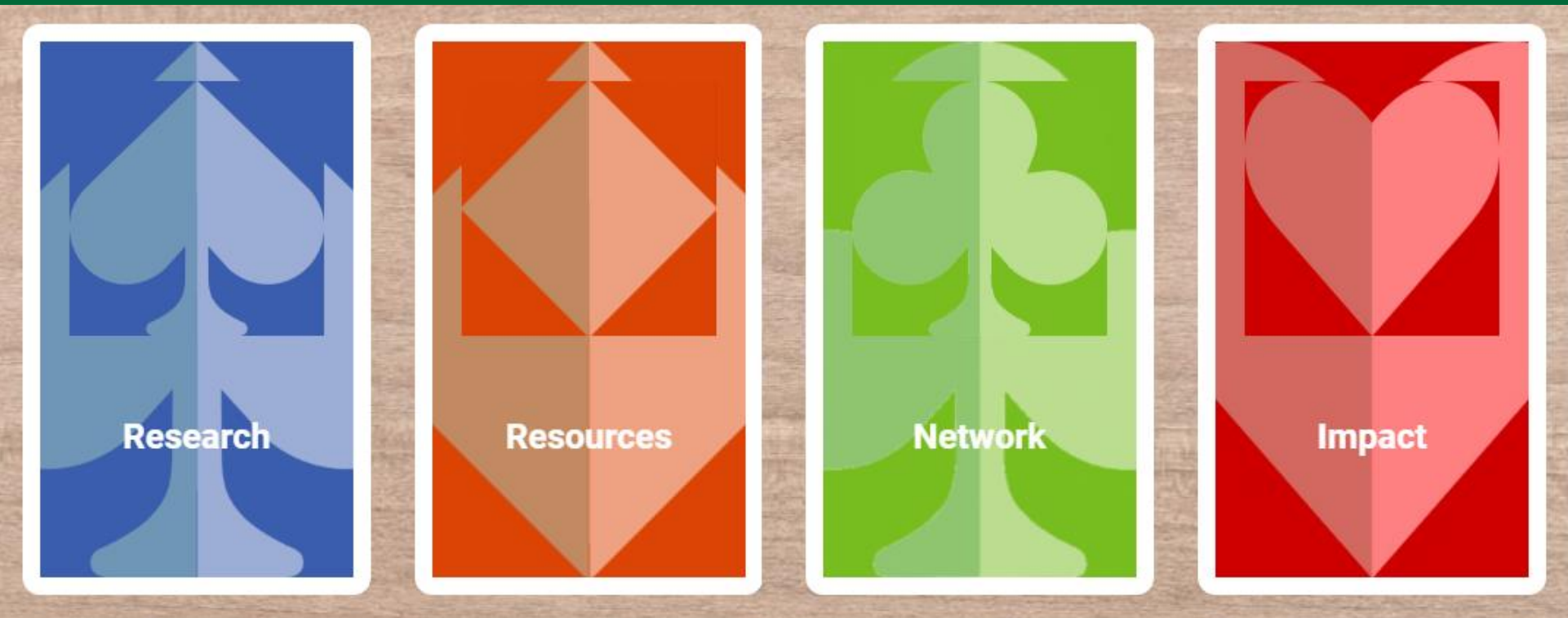
1-2 pm Practical task: a chance to practise interviewing each other using an interview guide

2-3 pm Discussion: What did you think of the interview process? What did you find easy or difficult?

3-4 pm Time for questions and wrapping up



Our work





Bridging

Minds

Dynamics & Interactions

[Read more](#)



Bridging

Gender

Attitudes & Inequalities

[Read more](#)



Bridging

Wellbeing

Social Benefits

[Read more](#)



Bridging

Covid

Improvise, Inspire, Invent

[Read more](#)



Bridge: A MindSport For All

Connects People, Challenges Minds

Project Overviews

- Research outputs for each study
- Academic papers
 - Accessible summaries

Interdisciplinary work



Bridging

Organisations

Challenges & Opportunities

[Read more](#)



Bridging the

Gap

Lifecourse Transitions

[Read more](#)



Bridging

Schools

Classroom Case Study

[Read more](#)



Bridging

Sociology

Teaching MindSport

[Read more](#)



Bridging

Covid

Improvise,
Inspire, Invent

[Read more](#)



Bridging

Sociology

Teaching
MindSport

[Read more](#)



Bridging

Minds

Dynamics &
Interactions

[Read more](#)



Bridging Minds

Emotions at the bridge table are bad, period – especially negative ones. Negative emotions are real killers... Temperament is everything. You really just have to be encouraging and keep a positive attitude. You can't get too emotional. You've got to be supportive of your partner.



BRIDGE
AT
THE TOP
BEHIND THE SCREENS

SAMANTHA PUNCH

Jeff Meckstroth (World Champion, USA)

BE THE DIFFERENCE

The Art of Becoming A Top Bridge Player

**Samantha Punch
with Tim Rees**

**Foreword by
Jeff Meckstroth**

Non-technical skills

Partnership & team dynamics

Coping with pressure

Emotion management

Winning and losing

Preparation

Player development

BE THE DIFFERENCE

The benefits of bridge: bridging minds

I'm quite sure that the lessons I've learned at bridge have helped at business and lessons I've learned at business have helped at bridge. A lot of what you learn isn't applicable to the other but some of it is the same stuff. Being good team-mates, being a good partner or co-worker. If you're nice to them, they'll do better. In business, learning what is important and what isn't is very helpful.

(Nick Nickell)



<https://bridgemindsport.org/home/research/bridging-minds/>

Bridging Brains:

Gendered Attitudes and Inequalities in a Mindsport



Bridging

Gender

**Attitudes &
Inequalities**

[Read more](#)

Factors that Reproduce Gender Inequality



<https://bridgemindsport.org/home/resources>

What is Neurosexism?

It is the practice of claiming that there are fixed differences between female and male brains, which can explain women's inferiority or unsuitability for certain roles.

(Rippon, 2016, p.1)

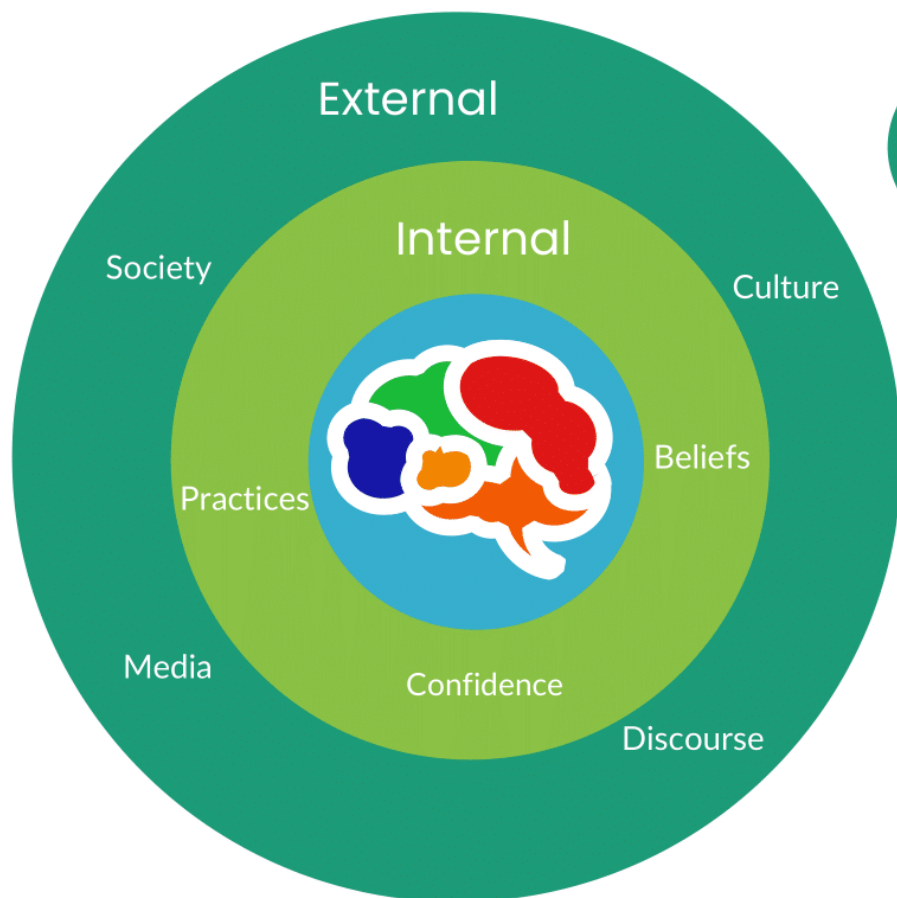


Men's Dominance in Bridge

Men's dominance in elite mindsport can be explained through historic and structural opportunities that privilege men, rather than a result of gendered brain differences.

'Experience wires the brain': Lessons for bridge

Change in the wiring of the brain is possible as the brain is dynamic, constantly evolving and closely connected to cultural context



External & Internal

Behaviours and beliefs are shaped by the social and cultural environment



Neuroplasticity

Brains adapt and respond to how people are raised and treated in society

Creating a more inclusive setting for bridge

- Avoid discriminatory language and practices based on outdated notions of fixed gendered brains
- Minimise social barriers that negatively impact participation
- Promote unconscious bias training for TDs, NPCs, coaches
- Implement the European Bridge League Gender Policy



BAMSA Conference (June 2021)



- 8 Sessions: presentations, summary report, recording of live sessions
- Themes included: benefits of mindsport, wellbeing, pandemic impacts, cheating, ageing and intergenerational relations, gender inequalities, marketing
- **Day 4: Education, Learning and Development**

<https://bridgemindsport.org/bridging-academia-policy-practice-conference>



Collaboration with NBF

- An international partnership of similarly minded people
- We both aim to increase the number of young people playing bridge
- NBF brings local knowledge, practical expertise, and lots of enthusiasm
- We bring academic rigour, develop much-needed evidence, and work with bridge unions and federations to make a positive impact, both in Norway and across the world



A question for you:

What kinds of research
would you like BAMSA to
carry out in the future?



Any questions for us
before we continue?





Bridging Schools project: Bridge, Youth and Mindspport Education



Why youth bridge?

Only 1.5% of all bridge players are between the ages of 13 and 24

The average age of bridge players is 74 according to the latest data in the UK

Bridge is a mindsport **for all**, regardless of age or background

By welcoming more young people to the game, we not only increase the player pool, but also create a sense of community and intergenerational learning



What are mindsports?

- “Mindsport” is an umbrella term for all mindsports (chess, Go, scrabble): sports played with the “mind”
- Bridge is a type of mindsport
- Hence sometimes we may say “Bridge education” or “Bridge and mindsport education”
- We are researching the sociology of mindsports



Our definition of a mindsport

“A sport that relies on intellectual capacity more than physical capacity” – Sam

“A sport that you play with your mind” – Marina

What do you think? How should mindsports be defined?

What is mindsport education?

- Teaching mindsports: pedagogy, teacher training, educational policy links
- Bridge in schools (extracurricular)
- Bridge as an educational tool (in the curriculum)
- Learning in the community (linked to the school teaching)

We need to find out which of these types of teaching are active in schools



Chess

Chess has already received widespread attention:

- Conferences and summits of chess educators
- Events and festivals
- Government and policy recognition
- Media coverage (press, TV)
- Online streaming and competitions
- Chess as an educational tool and chess in schools



What are the benefits of bridge for young people?

- A fun and free activity
- Promotes sportsmanship, courtesy, communication
- Play casually or travel to competitions to represent their country
- Can be played everywhere: digitally, at school, with friends, at bridge clubs
- Can be played with anyone: multigenerationality
- Benefits for teachers: there are resources to help teachers and pupils learn bridge together



Bridging Schools project: Bridge, Youth and Mindsport Education

- Explore the **benefits** and **barriers** of bridge and mindsport education for young people – why do they play or not play?
- Develop **social science evidence** to help establish bridge as a partnership mindsport
- Create a **toolkit and work with schools** to embed bridge in the curriculum



Project overview: Bridging schools

- Fieldwork in four countries: Scotland, England, Norway and the USA
- Data collection with young people, parents and bridge/schoolteachers
- Methods: interviews, focus groups, participant observation and a survey



Five advisory groups

- Scotland
- England
- Norway
- USA
- International steering group



Research questions

What **helps** and **hinders** learning and **playing** bridge?

Teasing out the differences:

- Teaching vs learning
- Playing vs learning
- Direct (showing and telling) vs indirect instruction (free play) – which is preferred? How do children learn best?
- Pros and cons of each

What do you think: is learning and playing bridge the same? Are we right to separate them?



Research questions

What is the current degree of provision of bridge and mindsport education?

- What approaches to bridge teaching are currently utilised in schools?

- What are the benefits and outcomes of bridge and mindsport education?

Including:

- **Best practices in teaching:** which approaches are best received and most effective? (including teacher training, materials, classroom set-up – all factors that feed into the teaching)
- **The attitudes towards bridge education in society:** what do children's teachers, parents, and peers think of bridge?
- **How, when, and why** do young people engage with bridge outside of school? (learning vs **playing**)

Research questions

How can the design and delivery of bridge and mindsport education be improved?

- How can bridge and mindsport education address the current educational priorities and challenges?

- What modes of teaching training should be adopted to facilitate the widespread introduction of bridge and mindsport education in schools?

Including:

- How can we **encourage** more young people to take up bridge?
- Which of the approaches taken in the promotion of **other activities or mindsports** (such as chess) could be transferrable to bridge?
- **Transitions:** how can young people continue to play bridge beyond school/as adults?
- What are the **opportunities and barriers** for youth bridge in schools?

Next steps

- Data collection and getting access to schools
- Mindsport as a response to key curriculum challenges – numeracy; health and well-being?
- Widening access to bridge – what kinds of resources?
- Embed bridge and mindsport education into the national educational strategy – working with educational bodies, local authorities, and the Government?



Bridging

Schools

Classroom
Case Study

[Read more](#)

Accessible Resources

- Best practice guides
- Visual leaflets targeted at parents, schools, teachers, children and young people
- Promotional videos for social media
- What else might be useful? Any ideas?



New survey report: Children's views of bridge



- Survey of 135 children within 3 schools: Vågsbygd skole, Fjellhamar skole, and Tindlund barneskole
- Only 22% had played bridge before (boys more than girls)
- 95% had played other card games before
- 41% would be interested in learning bridge after school

Young people's opinions of bridge

Positives

- Play with friends and family
- Collaborate in a team
- Learn a new game
- Teach others how to play
Become smarter
- Get better at bridge
- Have fun
- Win!

Negatives

- Requires concentration
- There is pressure to perform
- It takes a long time to learn and become good
- There are a lot of rules in bridge
- Need to have patience and wait for others to play their hand
- Losing!

A question for you:

What might be the opportunities and challenges of introducing bridge in schools?

Any questions for us
before we continue?



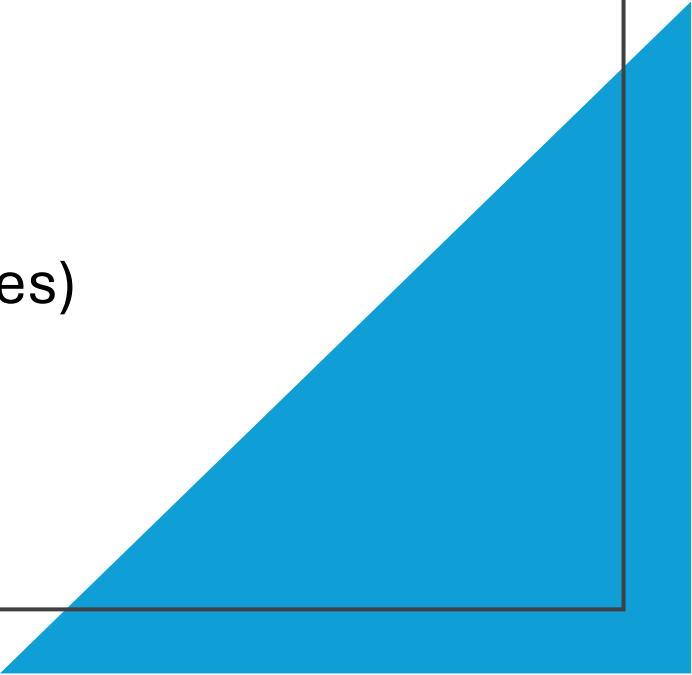


Break

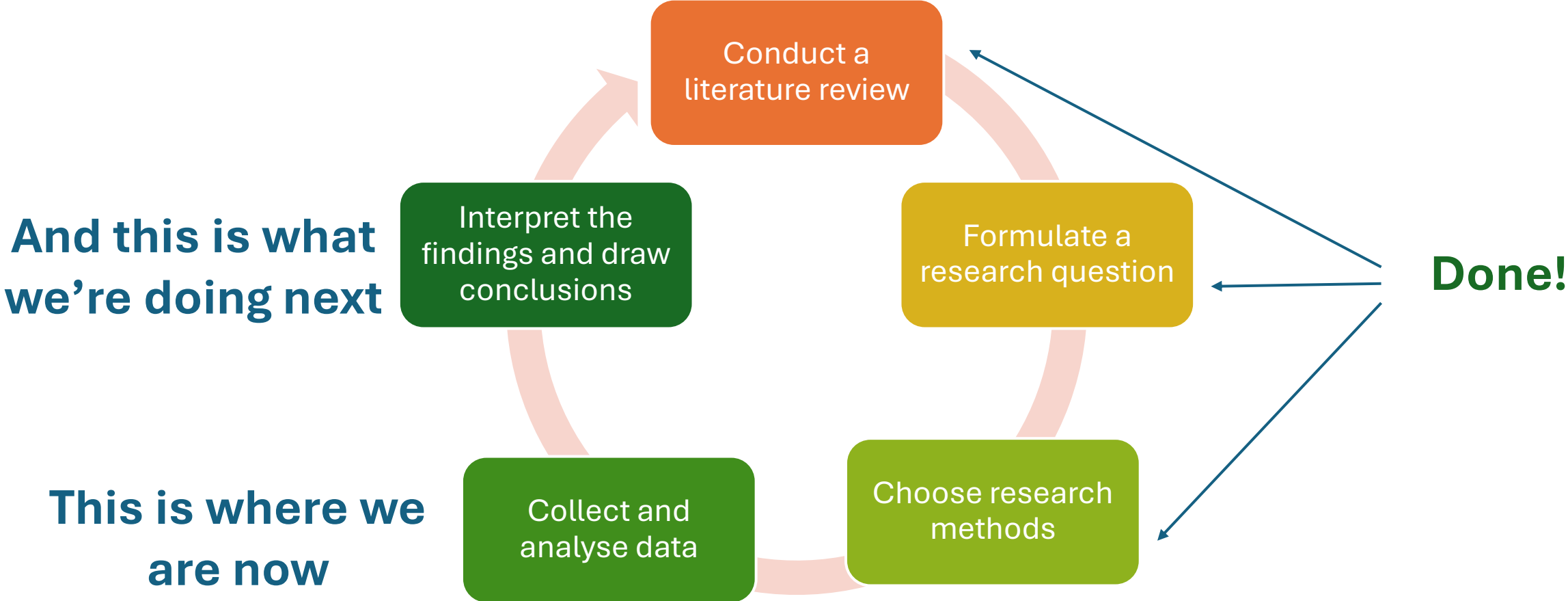
Next:

(11 am) Interviewing techniques

Doing research – the basics

- What is research? Asking questions and **collecting data** to describe or explain an effect in the world
 - Why do research? To **generate rich evidence** about a question
 - Types of research: **quantitative** (numbers, percentages) and **qualitative** (the where, what, how, why?)
- 

The research process



The role of the community researchers (that's you!)

- By carrying out their own research, community researchers create positive change in their own community.
- Community researchers have first-hand experience of the research setting that researchers may lack.
- Community researchers have insider knowledge and relationships that help them bring unique perspectives to the research.

Social Research methods

Types of Data

- **Interviews – individual and group**
 - **Focus groups**
 - Diaries
 - Written stories/narratives
 - Survey/questionnaires
 - Validated scales
 - Documentary analysis
- **Written words**
 - **Spoken words**
 - Video
 - Images – photographs, drawings etc.
 - Numerical data
 - Measures from scales

Why do interviews?

*“Knowledge is understood
as buried metal and the
interviewer is a miner who
unearths the valuable metal...
The knowledge is waiting in the
subject’s mind to be discovered.”*

Steinar Kvale, 1996



The main task in interviewing is to understand the meaning of what the interviewees say.

(Kvale,1996)

The guide approach is intended to ensure that the same general areas of information are collected from each interviewee.

(Valenzuela & Shrivastava SCIAR)

It is important to organize in detail and rehearse the interviewing process before beginning the formal study.

(Valenzuela & Shrivastava SCIAR)



Interviewer needs to know the many ways that they can inadvertently bias the results.

Types of interviews



Structured

- standardised
- no flexibility
- same order of questions
- same wording of questions



Semi-structured

- flexible interview schedule
- flexible questioning: to clarify, expand, probe, follow-up issues raised
- similar broad structure: some comparability



Unstructured

- non-standardised
- life history, biographical or oral history interview
- open and flexible, not constrained
- general topic or themes to explore

Before the interview

- Have a good **look through the interview questions** – no need to memorise but good to be familiar with them
- Find a **good, quiet location** and **prepare your materials** (notebook, recording devices, watch, water)
- Introduce yourself and **explain the purpose of the interview**
- **Request/confirm consent** to participate and to record
- Ask interviewee(s) if they have any **questions**.
- **Record** the interview (audio recording and some notes)



Consent forms – important!

“Informed consent entails that participants should receive detailed information on the research they are participating in, so that they can make a voluntary, informed and rational decision regarding whether or not to participate in such research”

(Ferreira and Serpa 2018)

Thinking about consent

What does consent mean?

Participants **fully understand** the nature of the research and how their data will be used (they are informed) and they **consent** to take part = **informed consent**

Why do we need consent from research participants?

So that the research is **fair and ethical**, and the **participants know** how their data will be collected, stored and shared

Stages of consent

There are two distinct stages to a standard consent process for competent adults:

Stage 1 (giving information): the person reflects on the information given; they are under no pressure to respond to the researcher immediately.

Stage 2 (obtaining consent): the researcher reiterates the terms of the research, often as separate bullet points or clauses; the person agrees to each term (giving explicit consent) before agreeing to take part in the project as a whole. Consent has been obtained.

Recording the audio – important!



- Use two devices and make sure they're recording
- Make sure the room is quiet
- Could be any combination of devices: laptop (Teams), tablet (recording app), phone (recording app), dictaphones

Schedule a meeting in Teams

The screenshot shows the 'New meeting' interface in Microsoft Teams. At the top, there is a title bar with the Teams logo and the text 'New meeting'. Below this, there are tabs for 'New meeting', 'Details', and 'Scheduling Assistant', with 'New meeting' being the active tab. A blue 'Save' button is located in the top right corner. The main area is divided into two columns. The left column contains several input fields: 'Add title', 'Add required attendees' (with a '+ Optional' link), a date and time selector (set to 14/10/2024, 11:00 to 11:30, 30m), a repeat option (set to 'Does not repeat'), 'Add channel', 'Add location', and an 'Online meeting' toggle switch which is currently turned on. At the bottom of the left column is a rich text editor with various formatting options (bold, italic, underline, strikethrough, text color, background color, paragraph, bulleted list, numbered list, link, unlink, insert table, insert image) and a text area with the placeholder 'Type details for this new meeting'. The right column contains settings for the meeting: 'Who can bypass the lobby?' (set to 'Everyone'), 'Record and transcribe automatically' (toggle switch), and a 'More options' link.

New meeting

New meeting Details Scheduling Assistant Save

Show as: Busy Category: None Time zone: (UTC+00:00) Dublin, Edinburgh, Lisbon, London Response options Require registration: None Sensitivity: None

Add title

Add required attendees + Optional

14/10/2024 11:00 → 14/10/2024 11:30 30m All day

Does not repeat

Add channel

Add location Online meeting

Who can bypass the lobby? Everyone

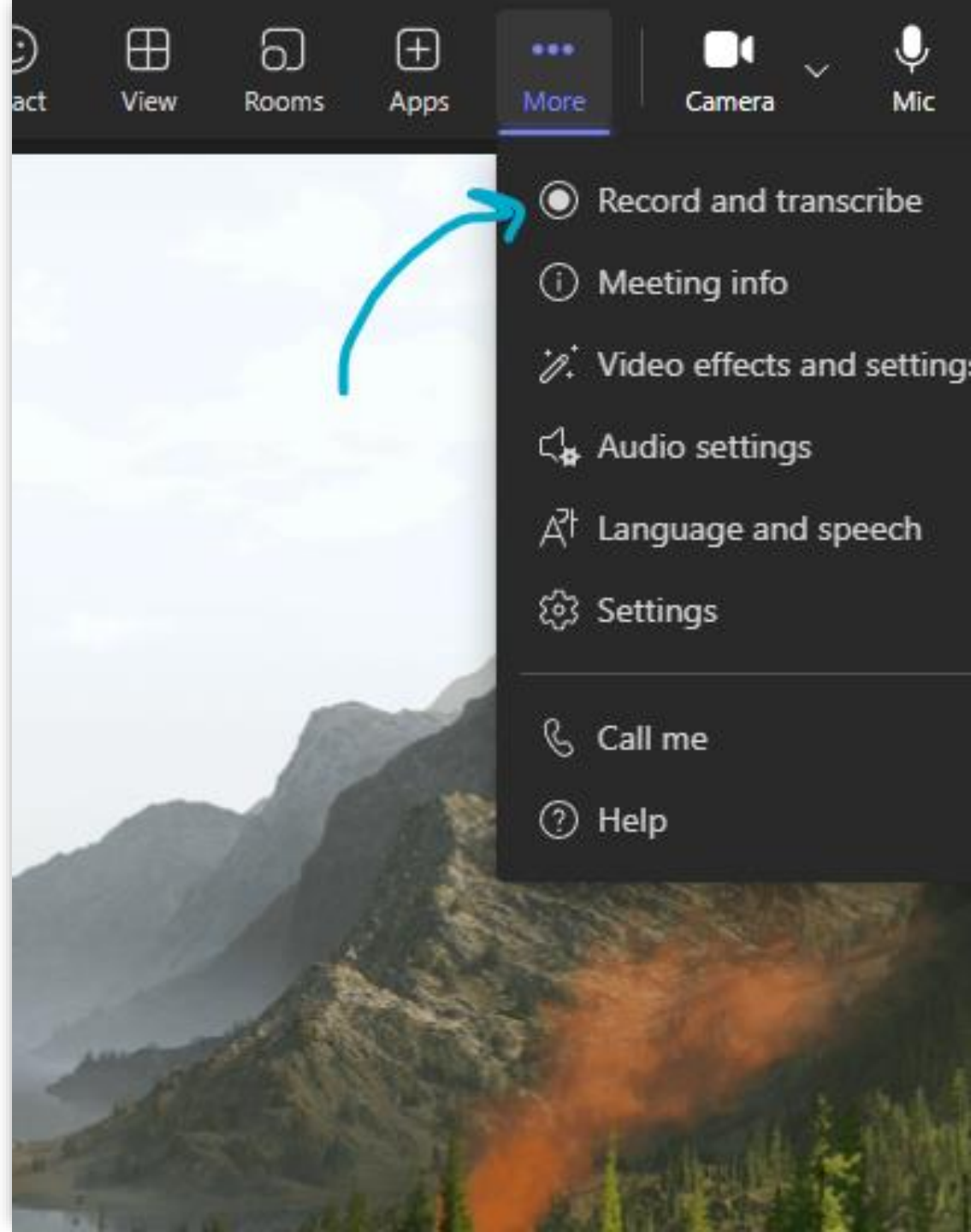
Record and transcribe automatically

More options


Type details for this new meeting

Teams automatic transcription

- Start a meeting
- Select “Record”
- An automatic transcript will now be generated as you speak






Where to find the Teams transcript


My calendar 


14 October 11:00 – 11:30

Join Edit


 Microsoft Teams Meeting


 <https://teams.microsoft.com/l/meetup-join/1...> 


 Chat with participants


 Marina Milosheva
Organiser


Test Meeting Chat Files Attendance Meeting M


 Misha Munjal joined the conversation.


 Misha Munjal named the meeting Meeting with Misha Munjal.


 Misha Munjal named the meeting Test Meeting.


 09:41 Meeting started

 09:42 Recording has started

 09:43 Meeting ended: **1m 22s**

 **Transcript** ...

 09:43 Recording has stopped. Saving recording...

 **Test Meeting**
2023-10-26 11:00 (UTC)
Misha Munjal Misha Munjal **51s**

Recording
Misha Munjal

Correcting the transcript

Project Zork Review Chat Files Details Scheduling Assistant Meeting notes Whiteboard Recordings & Transcripts + Join Close

24/03/2021
24/03/2021
24/03/2021

Download Delete

Most people

Sean Landy 10:39 AM
Yes.
You don't say things very carefully.
Cool well Oh my God.
The seat back on the Moon.
See back up a bot.
Just know that.

Tony Redmond 10:40 AM
I guess an important thing too about this is that if you don't have a good Mike, you're not going to be able to transcriber and.
Uh, we will get a good replay of the information.
Yeah, that's for sure.
Yeah, well we should try and find out something. I get it done.

• Tony Redmond stopped transcription

How would you rate the transcript?
☆☆☆☆☆

Saving the files



Recordings



Transcripts



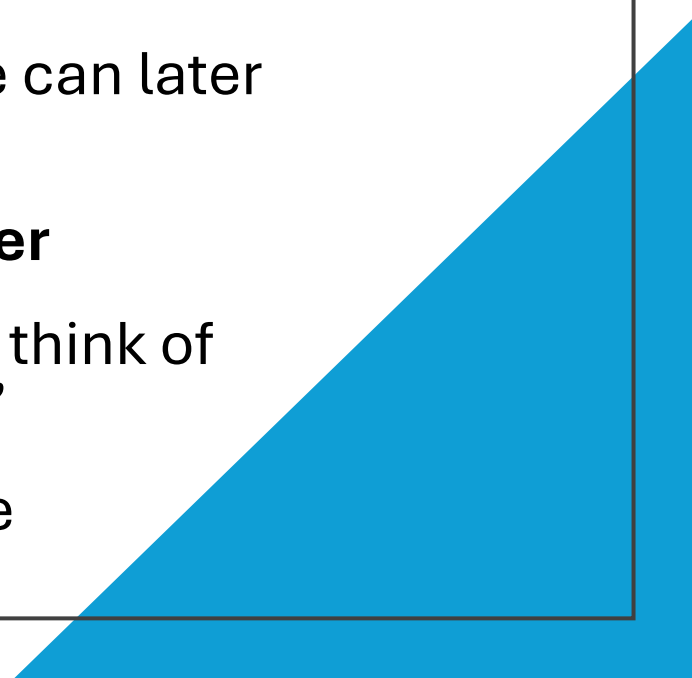
Photos of practical
exercises

They usually go into the Downloads folder on your laptop or the File Storage on your tablet/phone

Please transfer for easy sharing:

- To OneDrive
- To local storage
- To USB stick

Doing research interviews – best practices

- The interview has a **structure and a purpose** – slightly different to normal conversation
 - We need to ask everyone **similar questions** so that we can later compare their responses
 - One of the most important skills is to **be a good listener**
 - **Use open, non-leading questions:** “and what did you think of that” as opposed to “surely you thought that was fun?”
 - Do not share **what you think** (as you may influence the response)
- 

During the interview:

The interview guide is there to help you!

There are question groups and sub-questions

Logical order – makes sense to ask some questions first

Interview topic guide – young people

Introductions. Purpose and duration of interview. Questions? Start recording.

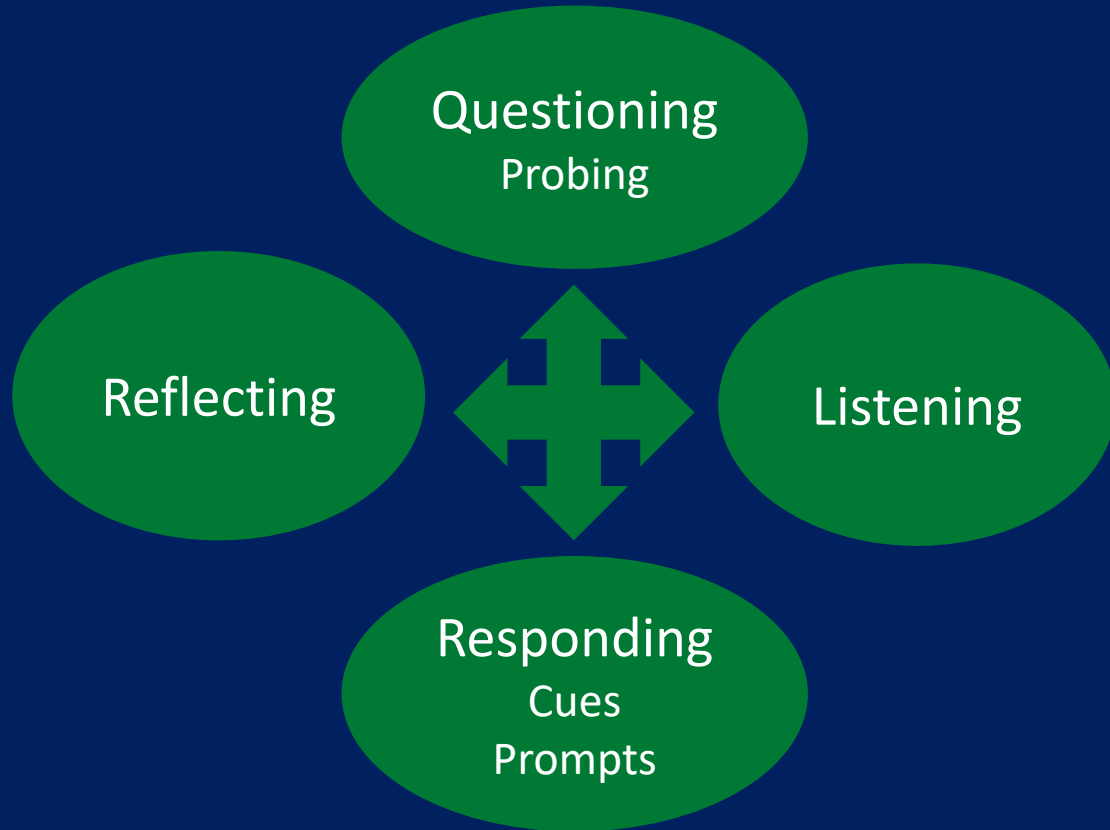
Background/intro to bridge

- Tell me about yourself (icebreaker). How old are you/what are your favourite subjects?
- When/how did you first start playing bridge?
- How did you hear about it? What did you think of it when you first heard about it?
- How much bridge does your family play (e.g. in clubs or tournaments)?
- Tell me about your interest in bridge and motivations for why you play bridge. What attracted you to bridge?
- How often do you play/practise bridge on an everyday basis, and where (e.g. outside school)?
- Which competitions/events/summer camps have you taken part in? What did you like/dislike about these experiences?
- What are your experiences of digital/online bridge for learning and playing?

Learning to play bridge

- What do you think of the way bridge is taught at your school?
- What do you like best about it? What could be improved?
- How well has the current bridge programme met your expectations? What aspect(s) have exceeded expectations, what didn't meet expectations?
- What do you find easy or difficult about learning to play bridge?
- What has gone well, and what has been challenging?
- How likely are you to continue learning/playing bridge? If you're going to keep learning – what is keeping you interested in bridge? If you're thinking of dropping out, what are the reasons?
- What are your future plans in relation to playing bridge (e.g. in what ways might you continue playing after you leave school)?

During the Interview



BE THE DIFFERENCE

During the interview: asking good questions

Elaboration	Clarification	Detail-oriented	Questions to avoid
<ul style="list-style-type: none">• Would you elaborate on that?• How do you mean?• In what way?• Could you say some more about that?• That's helpful. I'd appreciate if you could give me more detail.	<ul style="list-style-type: none">• You said the program is a "success". What do you mean by "success"?• What you're saying now is very important, and I want to make sure that I understand, please explain some more.	<ul style="list-style-type: none">• When did that happen?• Who else was involved?• Where were you during that time?• How were you involved?• How did that come about?• Where did it happen?• How did you feel about that?	<ul style="list-style-type: none">• long and complicated questions – Can you tell me about X, Y, and Z;• leading questions (I am sure that this is what you're going to say but let me ask you anyway)• jargon

Interviewer Bias

The interviewer's expectations or opinions may interfere with their objectivity.

[*Interviewer bias*](#) – Oxford Reference Database)

The way in which they ask questions and respond to answers

Using certain language, phrases or leading questions

Outwardly expressing one's own beliefs or answers to questions

Pretexting questions with implicative phrases, such as "I'm sure you know this already but..."

Body language or facial expression

Personality or social background of interviewer can create bias

Prompts and Cues



Prompts: Things you may need to remind the interviewee about.

Verbal & non-verbal cues: encouraging the interviewee to continue

Prompts: Ready-prepared things to mention if the interviewee hasn't.

Verbal and non-verbal cues:
specific to different cultures
e.g. nodding,
smiling, maintaining eye-
contact, saying 'uh-huh' or 'I
see' encouraging to continue.

Differences between interviewing adults and children

Understanding the differences

- Language: Children require shorter, simpler questions
- They may need more prompts and follow-up questions (due to short answers)

Understanding the similarities

- Children are competent social actors who navigate the adult world: beings in their own right
- They have agency: we need to invite their own opinions and not see them as passive actors



Researching with children

Minimising power imbalances

- Researchers are seen as having more power in interactions
- Adults are also seen as having more power
- An adult researcher may be seen as both: an authoritative figure!

Building rapport

- Young people are not always used to being asked what they think
- Parents talk about/on behalf of their children; same with teachers about their pupils

Researching with children

How do we minimise the power imbalances?

- Encourage active, not passive, engagement.
- Emphasise that everyone is free to speak up without repercussions, and what is discussed will not be shared with others before being anonymised
- Build rapport: Be friendly, listen to the children, take them seriously
- Be patient, clarify questions if needed

After the interview

Reviewing notes, reflecting on what went well, adapting the approach for next time

- What surprised you?
- What areas of questioning worked/didn't work?
- What didn't you find out?
- What would you do differently next time?



Group or individual interviews?

There are advantages of using group interviews (also known as focus groups)

- Young people may be less intimidated in the supportive company of peers
- Enhancing each other's responses: one participant says something which another may not have considered, and prompts more discussion than in an individual interview
- It can be established which opinions are individually held and which are more widely held by the group – this is not possible in individual interviews

Focus groups tips

- 4-6 young people
- Preparation: bring sticky notes, flipcharts, and pens!
- Similar to interviews but also a bit different: think of it as a “group interview”
- Making sure all voices are heard – people are not talking over each other/ no one is too dominant or quiet and everyone gets a chance to speak
- Encouraging discussion – “what does everyone else think?”; “would you agree or disagree, and why?”

Focus groups tips

- Establish trust and comfort – welcome participants into a non-judgmental setting and let them know that they can share their opinions freely
- It helps to have name badges (with pseudonyms) and to dedicate time for introductions
- There can be a tendency for everyone to agree with each other – welcome diverse perspectives (e.g. repeat back statement – “are there other factors at play, what do you think”?)
- Balance between letting the conversation flow (with several speakers organically conversing) and carrying on to a different topic



Practical task: Sticky note sorting

- For example: “What do you like most about learning bridge?”
- Each participant receives a set of sticky notes
- They note down their thoughts
- The notes are then organised into groups onto flipchart paper
- They can be ranked by importance
- **Important: take a photo or the notes may be lost!**
- **Best to use different colour notes for each participant so they don't get mixed up**

Practical task: Spider diagram

- For example: “What are your ideas on how we can attract more young people to bridge?”
- There is a prompt in the centre of the diagram
- Participants organise their ideas around the prompt before discussing in more detail
- **Important: take a photo or the notes will be lost!**



Practical task: Individual writing

- **Each participant takes time to write under the prompts**
- **Their responses are discussed**
- **Collect/take photos of the responses on paper**

Bridge beyond school

- How likely are you to continue learning bridge? If you're going to keep learning – what is keeping you interested in bridge? If you're thinking of dropping out, what are the reasons?
- How easy or difficult do you think it would be to continue learning bridge after school?
- Where do you see yourself learning bridge next?
- What are your plans for the future with regards to playing bridge? (if continue – why; if not – why not)
- What would you like to achieve in bridge (play casually; participate in goals/tournaments)?
- What's next for you in bridge in the near future?

Taking (good) photos

- If the children and their parents have consented to photography, it would be great to get some photos of the discussion and activities (e.g. of the flipcharts)
- A mixture of long shots and close shots from different angles





Break (lunch)

Next:

(1 pm) Practical tasks

Practical tasks

1-2 pm Interviewing roleplay pairs and focus group practise

Take turns being the interviewer & interviewee using the three interview guides (for young people, parents, bridge teachers)

2-3 pm Discussion

What did you find easy & difficult?

Interview practise

- Split into pairs – choose one of the interview guides to use (for young people, parents, bridge teachers)
- For 15 minutes, one researcher interviews the other (who plays the role of an interviewee)
- Then switch roles for another 15 minutes
- Switch to a different interview guide and repeat
- Take notes and test recording devices

Focus group practise

- We will now do a focus group demonstration
- We will all get to see what it's like being a participant in a focus group
- Sam will be the facilitator and we will be the young people

Important:

1. How rapport is built
2. how questions are asked
3. how the discussion is facilitated and steered

Discussion

Interviews

- What did you find easy?
- What did you find difficult?

How easy was it to: Use the interview guide? Keep time? Take notes whilst also listening? Switch topics?

Focus group

What was it like to be a focus group participant?

What did you notice about the way the focus group was led?



Questions and looking ahead

Thinking about the next few days, what questions spring to mind?

How are you feeling about the school visits?



Tuesday

Group A: Tindlund School (Sarpsborg)

08:00: Departure from Oslo

09:30: First interview: Bridge electives 23/24 and 24/25

09:30: Parallel: Interview with teacher bridge electives, Stein Henning Gjerlaugsen

Sixth graders (if more than 6 children wish to attend, if not we start at noon. 11:30)

12:00: Interview with Rector Tindlund primary school

13:30: Observe school bridge/interviews

15:00: Interview bridge teacher and assistants

16:00: Home travel

Group B: Wennersborg school (Kongsberg)

07:30 Departure from Oslo

09:30: Interview with sixth graders

11:45: Interview with seventh graders

14:00: Interview with bridge teachers

Group C: Gystadmarka school

10-11: Interview young bridge teacher

12-13: Interview kids

14-16: Observing leisure facilities

17:00: Interview volunteers Gystadmarka school (Jessheim)

Wednesday

Group D: Ullevål school

10:00: Interview of children who will participate in the bridge introduction later in the day

11:00: Interview by contact teacher?

12:30-14:30: Bridge introduction for the entire sixth grade. Observation and interaction.

Group E: Tveita school

10:00: Interview of assistant principal at Tveita school

12:30: Interview of bridge teacher at Tveita school

17:00: Joint dinner

Suggested groups

Researchers	Destination
Ingeborg, Toralf, Lise	Tuesday Tindlund
Oddrun, Dag, Thoger	Tuesday Wennersborg
Magdi, Ove	Tuesday Gystadmarka
Magdi, Ove, Toralf, Oddrun	Wednesday Ulleval
Dag, Thoger, Ingeborg, Lise	Wednesday Tveita