

# Lesson 4: Decide the Number of Tricks

## General

The most important thing of all is confidence. Today we will count honour points, which will be unsafe ground for some. Some of the children will have had bad experiences with arithmetic from school. We get a chance to turn that around! Be calm, be safe, walk around the table and give everyone the time they need to find the right answer single-handedly.

## Plan for the day

1. Set the mood: Is it always those with good cards who win in bridge? Why/why not? Discuss.
2. Repeat concept: Honour sequence. Small cards. Trumps. How many trumps (at least) is it a good idea to have together?
3. Today's topic: Prediction. [Video link](#) (2:53 min).
4. Talk about today's topic (3 mins): Hold up honour cards from the big demonstration deck. How many honour points is an ace? Then a king? Etc. Then in the whole spade suit (hold up the AKQJ of one suit)? Then in the entire deck combined?
5. Divide into tables of 4.
6. Show the table poster "The stairs – simplified variant". This staircase shows honour points and the number of tricks they will win.
7. Play to Lesson 4. The dealer starts by saying their number of honour points out loud, and then it goes on round the table. Spend plenty of time counting honour points. Let everyone look carefully at the stairs which shows how many tricks those with the most honour points should take. Those with the most honour points decide trumps as we learned in the second lesson, by discussing (be careful – they must not take too long).
8. Write the result in a scoreslip on the board.
9. Extra tasks: Which card is missing? (NB! Sometimes two answers can be correct). This is deliberate, sometimes there are more opportunities in bridge.
10. Wrap up and summarise the lesson. Next time we will learn something very exciting, which separates bridge from all other card games!

## Tip of the day for assistants

Mastery is key today. Your task is to let all students feel confident. They are confident if you are calm and show belief that they can handle the task.

Some will be able to calculate honour points quite easily. Then we calmly move on to the next person. When you come to someone who is stuck: Sit down behind them and let them count out loud. Point to the first honour card (e.g. a king). "How many honour points is that?" The pupil says "3". Point to the next honour card (e.g. a queen). "How many honour points is that?" The pupil says "2". "Together?" The student says "5". Continue until they have finished the whole hand. If they miscalculate, let them try again.

Praise them when they make it, especially those who found it difficult!