

**RESOURCE MANUAL**

**FOR**

**ACBL ACCREDITED**

**TEACHERS**

**A publication of the ACBL Education Department  
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Revised 2009**

## Table of Contents

|   |            |
|---|------------|
| <b>Overview of the Resource Materials</b>               | <b>A-1</b> |
| <b>ACBL – Early History</b>                             | <b>B-1</b> |
| <b>Organizational Structure of the ACBL</b>             | <b>B-2</b> |
| <b>Overview of the ACBL Education Department</b>        | <b>C-1</b> |
| <b>History of the Education Department</b>              | <b>C-2</b> |
| <b>ACBL Accreditation Programs for Teachers</b>         | <b>D-1</b> |
| <b>Advantages of Hosting a TAP in Your Area</b>         | <b>D-4</b> |
| <b>Hosting a Local TAP</b>                              | <b>D-5</b> |
| <b>Procedures for TAP Coordinators</b>                  | <b>D-6</b> |
| <b>Star Teacher Program</b>                             | <b>E-1</b> |
| <b>ACBL Reduced Price Membership Program</b>            | <b>F-1</b> |
| <b>Bridge – A TV Star</b>                               | <b>G-1</b> |
| <b>Tips for Dealing with Public Television Stations</b> | <b>G-5</b> |
| <b>The Bridge Class with Audrey Grant</b>               | <b>G-6</b> |
| <b>ACBL Junior Bridge – An Overview</b>                 | <b>H-1</b> |
| <b>Bridge Programs in Schools</b>                       | <b>H-5</b> |
| <b>Teaching Young People</b>                            | <b>H-6</b> |
| <b>After the Lessons</b>                                | <b>H-7</b> |
| <b>Tips for Starting a School Program</b>               | <b>H-8</b> |
| <b>MiniBridge</b>                                       | <b>H-9</b> |
| <b>Identifying Your Goals</b>                           | <b>J-1</b> |
| <b>Tips to Motivate Your Students</b>                   | <b>J-2</b> |
| <b>ACBL “Play” Courses</b>                              | <b>J-4</b> |

## **OVERVIEW OF THE RESOURCE MATERIALS**

In 1986 when the American Contract Bridge League created the ACBL Education Department, the organization made a commitment to bring new people into the game by developing more bridge teachers and materials for them to use in pursuit of their profession.

ACBL has made a substantial investment in this goal. The Education Department worked with Audrey Grant, a Canadian educator and bridge teacher, to develop five bridge textbooks and teacher manuals designed to assist both experienced and new bridge teachers in successfully teaching the game of bridge. The Teacher Accreditation Program was created to train new teachers, and support materials for teachers such as E-Z Deal Cards and “Play” courses were developed. The Bridge Teacher newsletter was created and continuing education seminars were offered at all NABCs.

With the assistance of the ACBL Educational Foundation, great strides were made in the nineties to bring bridge into our schools. A Bridge lesson program for young players was developed. Today in 2009, the ACBL has a growing school program, funded by the ACBL Junior Fund games, and a new resolve to work with young players – creating a Youth Division and updating the Junior Division.

During the 1980s, we saw the return of bridge to the television screen. Although bridge programming is currently not available, many players feel it will return. For now, vu-graph shows on bridge sites such as Bridge Base Online continue to feed interest in live broadcasts.

From 2006 through 2008, ACBL worked with Senior TAP Trainer, Betty Starzec, to update The Bridge Series teaching materials to reflect modern day duplicate bidding and play (Standard American Yellow Card) and to complement The Learn to Play Bridge software. All of ACBL’s teaching materials now agree.

The ACBL web site ([www.acbl.org](http://www.acbl.org)) has brought easy access to a great deal of teaching materials (including the updated teacher manuals for the ACBL Bridge Series courses), and allows new students to find teachers at the Find a Teacher site.

ACBL is dedicated to helping bridge teachers get more students interested in playing the game. These students are the future of the ACBL.

## **THE AMERICAN CONTRACT BRIDGE LEAGUE**

### **The Early History of the Organization**

The American Contract Bridge League is by far the largest bridge organization in the world. It has seen a spectacular growth since its beginnings. When the American Auction Bridge League was founded in 1927 in Hanover, New Hampshire, it boasted a membership of 270. Today the ACBL has more than 160,000 members in the US, Canada, Mexico and Bermuda.

In 1929, the AABL dropped the word "Auction" from its title since it was clear that "contract" had supplanted "auction" as the more popular form of the game. The growth of tournament bridge was hampered in the 1930s by the simultaneous activity of three separate organizing bodies – the ABL, the American Whist League and the U.S. Bridge Association. But in 1937, the ABL amalgamated with the U.S. Bridge Association to form the ACBL, and from that point on the American Contract Bridge League enjoyed a period of steady growth stimulated by the masterpoint plan.

The early executive heads of the League were all leading figures in the world of bridge that made contributions to the game as well as working to solve the problems of growth and organization. William E. McKenney, a pioneer in bridge administration, merchandizing and direction, served as secretary until 1948. Russell Baldwin, an army officer and expert on tournament procedure, served as ACBL business manager from 1946 to 1951 when he was recalled to military service at the outbreak of the Korean conflict.

Alvin Landy, who served as executive secretary from 1951 to 1967, was Life Master #24. In addition to other honors and contributions (such as the Landy defense to notrump openings), he was for more than ten years Secretary to the National Laws Commission and Secretary-Treasurer of the World Bridge Federation.

Easley Blackwood, originator of the four notrump convention in 1933 and an insurance manager who has authored bridge books, magazine articles and a syndicated column, was the executive secretary from 1968-1971. Richard Goldberg took over the reins from Blackwood in 1971. A civil engineer from Nashville, Tennessee, he was a popular National Tournament director before joining the League administrative staff in 1963.

Besides running and sanctioning tournaments from the club level to three North American Bridge Championships a year, the League publishes the Laws of Contract and Duplicate Bridge, ranks players under the masterpoint plan, promotes and organizes bridge activities into a charity program which has raised millions for research and charitable causes, funds bridge education projects through the ACBL Educational Foundation and cooperates with similar organizations of other nations and the World Bridge Federation in promoting bridge and offering international competitions. In 1995 CEO Roy Green reestablished the ACBL Bridge Hall of Fame, and in 2008, under the leadership of Jay Baum, the ACBL established the Foundation for the Preservation and Enhancement of Bridge, signaling a renewed interest in developing youth bridge and preserving our history.

B-1

### **The Organizational Structure of the ACBL**

## **UNIT**

The American Contract Bridge League is divided into 323 local organizations known as Units. Each Unit has its own volunteer Board of Directors elected by the members.

The Unit as a whole is responsible for the promotion and advancement of bridge in its area. Each unit works in cooperation with the ACBL to support the programs and goals of the main organization. The Unit holds regular meetings to conduct business and often publishes a newsletter to keep its members informed of local bridge activities and news. The Unit is charged with supervising the ACBL clubs within its jurisdiction.

The most important service the Unit performs for its members is to sponsor annual sectional tournaments. Each Unit is granted a specific number of tournament sanctions, including three for promotional tournaments for new players known as Intermediate/Newcomer (IN) Sectionals, based on the size of its membership. Members work together to decide tournament details and how to run these events.

## **DISTRICT**

Each Unit belongs to one of 25 Districts. Each District elects one member to serve on the ACBL Board of Directors, three members to serve on the ACBL Board of Governors, and two alternate Directors who are eligible to attend Board of Governors meetings. Each is elected for a three-year term.

Each District conducts a specific number of regional tournaments each year. Different cities within the District's territory host the regionals to give all members a chance to attend.

## **ACBL BOARD OF DIRECTORS**

The ACBL Board of Directors elects the ACBL president and the ACBL treasurer each for one-year terms. It also elects four representatives to the World Bridge Federation Executive Council for three-year terms. The Board meets three times a year during the week prior to the Spring, Summer and Fall North American Bridge Championships. This body determines the policies and direction of ACBL.

## **ACBL BOARD OF GOVERNORS**

The ACBL Board of Governors serves in an advisory capacity to the ACBL Board of Directors. This body meets three times a year during each of the North American Bridge Championships.

## **ACBL MANAGEMENT**

ACBL headquarters is located in Memphis, Tennessee, and has a management team of more than 95 employees. In addition there are more than 300 field personnel working with the Memphis staff to carry out the business of this versatile organization.

B-2

## **OVERVIEW –THE ACBL EDUCATION DEPARTMENT**

**The Education Department Activities Focus On:**

- ! Teacher Accreditation;
- ! Continuing education and support products for teachers;
- ! Bridge for Youth and the Funded School Program;
- ! Development of games and programs designed to get new players interested in and playing duplicate bridge and materials to support them;
- ! Updating and maintenance of The ACBL Bridge Series teaching materials;
- ! Unit/District/Club officials and their work to promote bridge;
- ! The Intermediate-Newcomer Program;
- ! The Bridge Teacher newsletter, mailed three times a year.

*The department works in cooperation with...*

**The ACBL Educational Foundation** which funds special bridge projects and offers scholarships for junior competitions.

**ACBL Accredited Teachers** who introduce new people to the game of bridge and encourage them to become part of the ACBL family.

**School Teachers (both in-school and ACBL Accredited volunteers)** who introduce students to the game of bridge.

**Unit and District Education Liaisons** who work to promote bridge locally and keep the members in their areas informed of ACBL Education programs.

**TAP Teacher Trainers** who present the TAP programs and who must be kept updated and retrained as the program develops,

**Junior and Youth members** developed through the ACBL funded school program and activities, such as the Youth NABC, that encourage this group to play,

**ACBL Members, Teachers and Club Directors** by offering continuing education seminars at the NABCs,

**Intermediate-Newcomer Coordinators** who are involved in providing programs and activities for new players at all levels of competition.

**NABC IN Tournament Chairs** who work with the NABC IN Program and our IN TDs.

During the early 1980s, the ACBL Board of Directors felt the need to interest more people in the game of bridge as the membership of the ACBL began to decline. This concern peaked during 1984 when the Board passed a motion to employ a Director of Bridge Education to coordinate the teaching of bridge throughout North America. President Doug Drew expressed the Board's feeling that "the development and promotion of an educational program is a must for the ACBL."

The next fifteen months were spent in defining goals and hiring both an ACBL Marketing Director (Paul Cohen) and an ACBL Director of Education (Matt Guagliardo). By September of 1986 the newly developed Education Department was in full stride. ACBL had selected Audrey Grant to develop a textbook on ACBL standard and a teacher accreditation program. Omaha was established as ACBL's first Bridge Education Program city and the new materials were field tested under the direction of Val Covalciuc, ACBL's first Area Manager.

In 1987 and 1988 ten Bridge Education Program cities were established. Area Managers were hired to set up bridge classes and work with the teachers who were accredited in these areas. TAPs (Teacher Accreditation Programs) were held throughout North America and more than 1,000 teachers had been trained to use the ACBL's bridge materials.

In the summer of 1988 Julie Greenberg, a former tournament director and head of the Tournament Division, became the manager of the Education Department. A movement was begun to bring more young people into the game. Lessons, youth memberships, special entry fees and social gatherings were introduced at the Salt Lake City Summer NABC.

The ACBL Ed Foundation worked closely with the development of youth bridge, providing early funding for the School Lesson Series Program. This program has been primarily responsible for the large number of young, new faces that started to appear at bridge games.

Sandi Clark became the ACBL's Youth/Junior Coordinator in 1990 and worked until early 1994 to develop ACBL's Junior Bridge Program (see Section H). A newsletter, the NABC Junior Day Program, the Junior Corps and a World Junior Championship training program were developed during this time. ACBL Junior Bridge became a force to reckon with.

In late 1994 Charlotte Saxon Blaiss took over the responsibilities of ACBL Junior Coordinator. ACBL Junior Fund Games, held during Junior Month, were introduced. The success of the Junior Fund Games facilitated the development of the Junior Program and these games provided financing for the growth of the ACBL school program. Eventually the USBF (United States Bridge Federation) was created to work with young players from Zone 2 who were interested in international competition.

ACBL, through the work of the Education Department, has made major strides in promoting bridge and introducing new players to both the organization and duplicate play.

## **Select the One that=s Right for You!**

The ACBL recognizes that one of its most critical needs is to teach newcomers how to play bridge. It goes without saying, then, that the ACBL needs bridge teachers!

In 2004 ACBL expanded its teacher training accreditation programs so that you can select the one that=s right for you. ACBL currently endorses three teacher accreditation programs:

- ! The TAP (ACBL=s original Teacher Accreditation Program),
- ! The Better Bridge Accreditation Program (managed by Audrey Grant=s Better Bridge Organization),
- ! The Easybridge! Accredited Presenters Program (Edith McMullin=s marketing program for clubs. Marti Ronemus is the Director of the program).

## **Overview of Accreditation Programs for Teachers**

### **Teacher Accreditation Program**

The Teacher Accreditation Program (TAP) is one of ACBL=s most successful programs. Established in 1986 by Audrey Grant, it demonstrates successful methods of teaching the game of bridge and uses the popular ACBL Bridge Series texts and teacher manuals in the course. The teaching methods can be used with any teaching materials.

The TAP program serves as a valuable continuing education course for anyone who has taken it only one time, especially if you took the TAP prior to 2006. Updated in 2007, the TAP now explores the changes in the original materials which is now more duplicate-oriented and it also introduces other popular teaching materials.

### **Better Bridge Accreditation Program**

The Better Bridge Accreditation Program is managed by Audrey Grant=s Better Bridge organization. Grant has developed teaching methods and the new Bridge Basics series of books to assist teachers in introducing players to duplicate. ([www.betterbridge.com](http://www.betterbridge.com))

### **Easybridge! Accredited Presenter Program**

Easybridge! is a full marketing program designed to start a new club game by recruiting primarily brand new players and those returning to bridge. The participants learn as they play. This course is particularly suited to bridge teachers who are club managers. Presenter manuals and mini-lessons developed by Easybridge! creator Edith McMullin are available for three levels of study. ([www.easybridge.com](http://www.easybridge.com))

### **ACBL=s Accreditation Programs at NABCs**

ACBL offers the TAP at all three of the North American Bridge Championships (NABCs). Seminar schedules are posted at ACBL=s web site ([www.acbl.org](http://www.acbl.org)) approximately three months prior to each NABC. For additional information on fees and scheduling at the NABCs, contact Dana Norton at [dana.norton@acbl.org](mailto:dana.norton@acbl.org).

Units and Districts are encouraged to schedule teacher training programs in conjunction with sectional and regional tournaments. If a unit or district has interested teacher candidates and is not planning on hosting a teacher training program, ACBL encourages units and districts to support these interests by providing scholarships or funding for these individuals to attend another training program.

### **For Information on Scheduling and Fees other than at NABCs:**

#### **Teacher Accreditation Program (TAP)**

ACBL runs this program as break-even. See the pages in this section or contact Dana Norton at [dana.norton@acbl.org](mailto:dana.norton@acbl.org).

#### **Better Bridge Accreditation Program**

Contract Audrey Grant at 888-266 4447 or [teachers@betterbridge.com](mailto:teachers@betterbridge.com).

#### **Easybridge! Accreditation Program**

Marti Ronemus at 717-755-9505 or [mronemus@comcast.net](mailto:mronemus@comcast.net).

#### **Benefits of the Accreditation Programs**

Upon completion of any of these programs, teachers will be recognized as accredited by the ACBL and receive these benefits:

- The Bridge Teacher* newsletter,
- Marketing Matters*, a teacher e-newsletter from the ACBL Marketing Department,
- The opportunity to be listed at ACBL=s AFind a Teacher@ site at [www.acbl.org](http://www.acbl.org),
- A \$50 gift certificate for every 25 new members recruited during a calendar year,
- A \$500 bonus check for every 100 new members recruited (no time restrictions),
- An invitation to ACBL=s ATeacher/Club Officials Thank You@ party at each NABC,
- Book discounts through Baron Barclay Bridge Supply.

### **Explanation of Teacher Benefits**

#### ***The Bridge Teacher* Newsletter**

*The Bridge Teacher* is the official newsletter of the teachers recognized as accredited by the ACBL. It serves to keep teachers up to date on ACBL activities, publicizes teaching tips, offers articles from successful teachers, book reviews and new products.

#### ***Marketing Matters* E-Newsletter**

*ACBL Marketing Matters* is an e-newsletter first produced by the ACBL=s marketing department in 2004. It is sent monthly to accredited teachers for whom the ACBL has an e-mail address. The newsletter keeps teachers up-to-date on the latest marketing efforts by the ACBL, tips for clubs and teachers, news, articles, programs and much more.

At ACBL=s web site, [www.acbl.org](http://www.acbl.org), a Find-a-Teacher page is provided as a service to players and potential players interested in taking bridge lessons. All ACBL teachers who are actively teaching and who have an e-mail address are invited to apply for an online listing. Go to <http://www.acbl.org/teachers/index.html> (right hand column), fill out the application for an online listing and e-mail it to the ACBL. Your request will be processed within 24 hours.

### **Discounts on The ACBL Bridge Series Texts and Teacher Manuals**

If your course material of choice is The ACBL Bridge Series texts, teacher manuals And support materials, Baron Barclay Bridge Supply ([www.baronbarclay.com](http://www.baronbarclay.com)) offers a discount to accredited teachers. For details on discounts, contact Baron Barclay.

### **Rewards for Recruiting New ACBL Members**

ACBL rewards teachers and club managers with a \$50 gift certificate to the Baron Barclay Bridge Supply catalog, for every 25 first-time ACBL members recruited during a calendar year.

For every 100 first-time new members recruited by a teacher or a club manager, regardless of the number of years it takes to recruit them, the recruiter receives a bonus check for \$500. For the first 100 new members recruited, ACBL will send a Star Recruiter pin (while supplies are available) in recognition of that achievement.

### **At the NABCs**

At each NABC, ACBL hosts a Thank You@ party for all teachers and club officials attending the tournament. It=s ACBL=s way of showing appreciation for all teachers and clubs do to do perpetuate the game of bridge and to bring new players into the game. All bridge teachers and club officials are invited to attend.

### **Why Should a Teacher-Training Program be Offered in Your Area?**

Units/Districts are encouraged to hold a TAP at least once every five years as part of their general marketing plan. The most obvious answer to why an area should host a teacher training program is that it will develop new bridge teachers and help experienced teachers refine their skills. The teachers will in turn create more local players and generate new interest in bridge.

### **Description of the Three Available Programs**

#### **The Teacher Accreditation Program (TAP)**

The Teacher Accreditation Program (TAP) is a 10-hour course designed to develop and polish the teaching skills of experienced teachers and to recruit and begin the training of players interested in becoming bridge teachers. The program focuses on presenting bridge as fun and easy-to-learn using the ACBL's beginning bridge books, teacher manuals and teaching techniques. The course material, updated in 2007, is duplicate-oriented and complements the Learn to Play Bridge (LTPB) software and the Standard American Yellow Card system.

**TAP WORKS!** Many experienced bridge teachers have lost more than half their students before a lesson series was completed. Teachers who have taken the TAP not only keep their students but often end a course with more participants. In other words, TAP works!

#### **The Better Bridge Accreditation Program\***

This 10-hour course developed by Audrey Grant in 2002 mirrors the TAP but focuses on teaching techniques designed to get students into duplicate games. *Bridge Basics I - Bidding* is the first course.

#### **The Easybridge! Accredited Presenters Course**

The Easybridge! Program was developed by educator Edith McMullin and introduced to ACBL clubs in 1998 as a marketing program designed to bring new players into the game and to update returning players in a low-key, fun setting. The participants learn (or re-learn) the game while playing. The end result of each class is the start of a new game for a club. The course materials cover three levels of learning and are interspersed with specially designed mini-lessons to reinforce each playing session.

**Presenters/Directors.** The Presenters Course is a four hour seminar and demonstrates to the candidate how to promote and organize these play-sessions and how to deliver new material to the group each week. In order to officially run an Easybridge! game, the presenter must also become a club director. Individual candidates can become accredited through a mail and telephone course delivered by the program director, Marti Ronemus (mronemus@comcast.net).

## The ACBL Teacher Accreditation Program

**ACBL offers the TAP as a break-even program and will work with interested sponsors to bring the program to you.**

### **No Cost to Sponsor:**

The TAP can be run at a profit by a Unit/District or an individual willing to promote the program. ACBL charges \$1,700 for the TAP (the average cost) and the sponsor keeps the course fees. The TAP expenses (both ACBL and local) will be fully recovered with as few as twenty participants paying a course fee of \$95 each.

### **Course Fees:**

The sponsor sets the course fee to be paid by the teacher candidates and collects these fees. The course fee generally ranges from a low of \$50 to a high of \$95. When held in conjunction with a regional tournament, discounts on the base price of \$95 are normally offered to members of the sponsoring District and/or Unit. (The ACBL charges \$125 for an NABC TAP.)

### **ACBL Provides:**

1. The TAP Teacher-Trainer fees and expenses.
2. The course materials including *The Bidding in the 21<sup>st</sup> Century* texts, E-Z Deal cards, seminar booklets and the 100 Tips Handbook for Teachers.
3. All administrative and processing fees.

### **The Sponsor Provides:**

1. Hotel accommodations for the TAP Teacher-Trainer.
2. A room for the course classes and testing session.
3. A local "TAP Organizer" to coordinate with the ACBL Education Department, to take registrations, to make hotel and site arrangements and to assist the TAP Teacher-Trainer.
4. Any advertising for the program. (ACBL lists it in *The Bridge Bulletin*.)

### **Format of the TAP:**

The TAP is a ten hour course and can be conducted over a weekend. It is preferable to schedule the three study sessions as 4 hours, 3 hours and 3 hours. The TAP test is an open book test to be taken at the convenience of the participants. At a tournament site, two formats are possible.

(1) Three consecutive morning sessions, or (2) two sessions (afternoon and evening) on the day before the tournament begins, followed by a morning session the next day.

**For more information contact:** [Education@acbl.org](mailto:Education@acbl.org)

*ACBL requests that each area hosting a TAP provide a local TAP Coordinator.*

1. Discuss dates, times, site arrangements, publicity, selection of the teacher-trainer, and budget requirements with the ACBL Education Dept. Be sure to keep good notes with contact names and dates. Be certain you understand your commitment to ACBL.
2. Talk with the teacher-trainer assigned or suggested, to insure that you are working within a proper schedule for the 10-hour course. Check with ACBL Coordinator. Discuss supplies, how to be billed, shipped and returned. Note how supplies will be handled at the site. Have supplies sent to the site, not your home, and returned from there, if possible. Pre-arrangements can be made with UPS and handled through Memphis in the USA only.
3. Decide on your dates and times for the TAP. The course takes ten hours. It is best if it does not conflict with playing time. This is sometimes difficult and takes some planning since the current trend is to have many, many knock-outs.
4. Call the local secretary and get labels for club owners, district board members, unit presidents and current teachers. Get two sets as a follow up letter works well. The more people you notify about the TAP, the better the attendance. You need about 20 people (paying a fee of \$95 each) to recover the expenses of putting on this program.
5. Keep a calendar to record the things that have been done and the things that need to be done. Use the calendar to note phone calls and expenses.
6. Create information letters to units and plan your ads for the *ACBL Bridge Bulletin* and area bridge publications. Flyers can be printed and distributed at all tournaments. They must be bright, catchy and simple. Talk up the TAP at every opportunity. Your enthusiasm will convince people to take the course and they will thank you.
7. If possible, direct phone calls about the TAP to a separate number. There will be more phone calls than you can imagine.
8. Open a bank account if you can and deposit the TAP checks. ACBL will bill you at the end of the course and you can send one check. Set up a file in your computer to store names, street addresses, phone numbers, ACBL numbers and payment. Get a Unit number (you will need it if your unit/district is offering special prices or rebates to locals). ACBL sends course materials via UPS directly to participants. UPS won't deliver to a P.O.Box.

D-6

#### **FOUR MONTHS BEFORE THE TAP**

! Contact area units and club owners: ask for their support and a listing on web sites.

- ! Put a tickler ad in local bridge newsletters.
- ! Prepare publicity and get it to the publications two months prior to the time you want to see it in print. Plan carefully. If your ads are too early, people forget and if they are too late, bridge players have already made playing arrangements.
- ! Use your unit and district web sites to advertise the TAP.

### **TWO MONTHS BEFORE THE TAP**

- ! Run ads with all the TAP details in District inserts and area bridge publications. Distribute flyers at tournaments. This must happen well in advance of the course; allow two months.
- ! Send a second letter to club owners and remind them to announce the TAP to get their players excited about taking the course.
- ! Make hotel reservations for TAP Teacher-Trainer.
- ! Keep ACBL updated regarding anticipated attendance.

### **SIX WEEKS BEFORE THE TAP**

- ! Send ACBL all names of the paid participants and ACBL will send a letter of information to the participants, giving details of the course.
- ! Update names on a weekly basis from this point on.

### **ONE MONTH BEFORE THE TAP**

- ! Check with the tournament chair...
  - to make certain a proper room has been assigned for the TAP
  - to order card tables with chairs, a podium and a hand mike if there are more than 30 attending the course
  - to confirm the arrival of TAP materials
  - to order coffee for the TAP (and pastry if within your budget)
  - to reserve a hotel room for yourself and the TAP Trainer
  - to make arrangements for billing the TAP expenses

**Note:** The rental of the TAP site, catering and hotel room nights for you and the trainer are your responsibility and are not paid by the ACBL.

### **TWO WEEKS BEFORE THE TAP**

- ! Send in your last participant list and request course materials for 25% more to be sent to the site. (People will sign up at the last minute.)
- ! Confirm that the ACBL will send pencils, TAP tests, markers, 100 Tips Handbooks, E-Z Deal cards and name tags to agreed location.
- ! Contact the Teacher-Trainer. Send class list, hotel arrangements, plane schedule with airport transport plan and a time and place that you will meet to check the TAP room, etc. (night before).

D-7

### **ONE WEEK BEFORE THE TAP**

- ! Confirm the hotel arrangements, catering order and billing instructions.
- ! Confirm arrival of TAP supplies.

! Ask a volunteer to help you with TAP registration for at least a half hour on the first day of the TAP. One of you can make name tags; the other can sign up last minute candidates.

### **NIGHT BEFORE FIRST SESSION OF THE TAP**

! Meet with the tournament chair for any last minute changes. Make sure you both know who is doing what.

! Meet with the teacher-trainer.

! Make sure materials are in the room and the room is secure.

! Place signs in hotel lobby noting TAP location.

! Check with catering about the beverage order...coffee, tea and water.

! The TAP is non-smoking. Ask the hotel where participants can go to smoke.

! Ask hotel to add the TAP to internal TV information channel.

### **45 MINUTES BEFORE FIRST SESSION OF THE TAP**

! Be at the door to greet early arrivals. SMILE.

! Have coffee ready.

! Make out name tags (first names only) for all participants.

! Check names and information.

! Collect any last minute money.

! After the TAP begins, make sure the teacher-trainer knows how to reach you if there is a problem. It is not necessary for you to stay in the room, unless you want to take the course.

! Be available at the start of each successive session for a few minutes to answer questions.

### **END OF TAP**

! Repack materials to be shipped back to the ACBL. Each shipment in the USA is pre-paid by the ACBL and ACBL will arrange for UPS to pick up the supplies at the hotel.

! See if the teacher-trainer needs any help getting to the airport.

! Report to the tournament chair when the classes are finished.

### **DAY AFTER TAP**

! Tally expenses and submit to the tournament chair with a report on the TAP program.

! Pat yourself on the back for a job well done. Remember that this class is very small in the scheme of a large tournament but if you can make it run smoothly and profitable it will be good for all.

**ACBL thanks Coline MacLean for submitting this information.**

D-8

## **STAR TEACHER PROGRAM**

In 2003, the Star Teacher Program was expanded to recognize more of the bridge

teachers who do so much to perpetuate the game of bridge and to promote the ACBL. The Star Teacher Program recognizes ACBL Accredited (TAP, Better Bridge, Easybridge!) and Registered teachers and members of the American Bridge Teachers Association (ABTA).

### **How to Become a Star Teacher**

When an accredited or registered teacher has taught 100 students and submitted their names to the ACBL Education Department, they are designated as a Star Teacher and receive a Star Teacher pin. ABTA Master Teachers are “grandfathered” into this program. Student names can be submitted using the form in this section or by e-mail to [Education@acbl.org](mailto:Education@acbl.org).

### **How to Receive an Online Teacher Listing**

The “Find-a-Teacher section of the ACBL web site at [www.acbl.org](http://www.acbl.org) lists teachers who are actively teaching and who can be contacted by e-mail. Teachers are requested to fill out the “Application for an Online Listing” which can be found in the right hand column at: <http://www.acbl.org/teachers/index.html> and e-mail it to us. ACBL will display your teaching credentials and link to your web site (if you have one).

To verify that you are actively teaching, submit a minimum of 25 student names and we will give you a red star along with your listing.

### **Rewards for Recruiting New Members**

Teachers are recognized as the greatest recruiters of ACBL membership. The ACBL rewards recruitment in two ways.

For every 25 first-time members recruited in a calendar year, the ACBL rewards a teacher with a \$50 gift certificate to Baron Barclay Bridge Supply.

For recruiting 100 first-time members over any period of time, ACBL rewards a teacher with a \$500 bonus check.

### **ACBL Bridge Series Teacher Rewards**

When a teacher submits his/her first ACBL course student list to the Education Department of eight students or more, the teacher receives an ACBL Accredited Teacher patch if that teacher has taken the TAP.

## **ACBL=S REDUCED PRICE MEMBERSHIP PROGRAM**

ACBL has developed benefits for teachers who encourage their students to become members of the bridge community by joining ACBL.

### **DETAILS OF THE PROGRAM:**

! ACBL Accredited Teachers are authorized to sell first-year reduced-price memberships to their students who have not previously been paid ACBL members.

! The one-year student membership fee can be confirmed online ([www.acbl.org](http://www.acbl.org)) and is approximately a 25% reduction from full price.

! ACBL teachers receive a **\$50.00 gift certificate to Baron Barclay Bridge Supply** for every 25 new members recruited by that teacher during a calendar year.

! On January 1, 2002, ACBL initiated a program that rewards teachers who consistently recruit large numbers of new members. For every 100 new members (regardless of the number of years it takes to recruit them), ACBL will give the recruiter a bonus check for \$500. In addition, for the first 100 new members recruited, ACBL will send a certificate declaring that the recruiter is an ACBL Star Recruiter and will send a Star Recruiter pin (while available) in recognition of that achievement.

## **BRIDGE B A TV STAR** **Past/Present/Future**

A Championship Bridge with Charles Goren@ ran for three seasons on primetime TV (1959-1962). In its first year, Goren=s series won the TV Critics Award as one of the five outstanding programs of the year. The show emerged as one of the most popular sports shows on TV and was sponsored by Sara Lee, North American Van Lines, and Samsonite.

The series was broadcast weekly on ABC either before or after Sunday football. Bridge=s network debut on the small screen featured matches between well-known bridge-playing celebrities and bridge experts of the day.

Charles Goren, the man who made bridge a household word with the introduction of his point-count system, and Alex Drier, veteran newscaster and analyst, were the hosts of A Championship Bridge with Charles Goren.@

Previous attempts to show bridge matches on television always generated a lot of calls and letters from viewers begging for more. But mostly these programs were one-shot deals.

Bridge enthusiasts agreed that peering over the shoulder of a player, especially an expert, was fun. Watching bridge on TV, kibitzers could be vocal and active without disturbing the players. This interest in watching good bridge competition motivated a number of television stations during the late 50s and early 60s to present live telecasts of bridge events.

Manhattan=s WOR-TV is generally credited with starting the trend by filming players battling for the Manhattan Championship. Billy Seamon, a banking executive and one of the great American players, was the commentator.

NBC=s *Tonight* cameras aired segments of the final of the Eastern States Championship in New York with commentary by Goren and syndicated bridge columnist and author Alfred Sheinwold.

In 1957 the final of the Iowa State Team Championship was televised Alive,@ and Station WMT-TV in Cedar Rapids was swamped with letters and calls praising the show. Dr. John Gustafson of Des Moines was praised for his commentary, which Akept even the studio staff hanging on the bidding and play of the hands.@

WCCO in Minneapolis aired the Twin City Team Final and imported Charles Goren for the show. The station received hundreds of calls requesting more programming like this terrific hour and a half telecast of the last eight boards of the Championship.

In 1958 KTTV aired Alive@ a portion of Los Angeles Bridge Week, which was acclaimed technically as the best bridge shown yet. Local programs were appearing regularly in other markets and bridge was a hot/ ticket.

G-1

Billy Seamon=s A Bridge Clinic@ was one of the first regularly scheduled TV bridge

series. Produced by WITV in Miami, Seamon monitored a game from a soundproof booth, while an assistant marked the play on a chart. The program ran for more than a year.

Another early TV series came from WOAI-TV in San Antonio, Texas. *What's Your Bid?* was produced in 1957 by Bobby Wolff (past president of the WBF and the ACBL), his brother Walter and Hall of Fame member, Oswald Jacoby. Jacoby was the final authority as the panel and viewers judged hands bid and played on the show. The best answers won cash awards.

KPTV in Portland, Oregon had Sam Gordon's *Horse Sense Bridge*, the first recorded effort to give formal bridge lessons on television. Sam taught a beginner's lesson for the first half of the show followed by actual play. A mirror was used to display king-size cards to the viewers.

In Los Angeles you could see many Hollywood celebrities bid and play the cards on KTLA's *What's the Bid?* This time West Coast bridge expert Robert Lee Johnson commented on each deal as it was displayed on the screen.

KQED, Channel 9 San Francisco, in combination with KVIE, Channel 6 Sacramento, ran a TV bridge program designed by Ernest Rovere on Thursdays for 26 weeks. This was done in combination with the *San Francisco Chronicle*, which published a quiz based on the preceding night's program. Viewers were invited to mail their answers to the quiz show.

Bridge found its first home on public television in 1974. Duplicate bridge was welcomed to the small screen when the Charlotte NC Bridge Association staged their own show on KTVI, an educational channel. The program was geared toward rubber bridge and social bridge players who had never tried duplicate. The show, shot *live* for thirty minutes, ended with an invitation for viewers to visit and play at the Charlotte Bridge Association club.

In 1975 *Play Bridge with the Experts* ran on KUHT in Houston, Texas. John Gerber, who invented the Gerber Four Club slam convention, was the expert consultant and each of the 26 shows featured a different guest expert. The series was created by Ed Allen of Beaumont, who was head of Educational Television Productions, Inc. Many PBS stations picked up the show.

Eddie Kantar, a member of the Bridge Hall-of-Fame, was the host-narrator of a fun and exciting television show called *Master Bridge*, which was developed in 1978 by Barbara Warner, an ACBL member and executive producer of Jack Warner Productions. Celebrity guests such as Jim Backus, Jayne Meadows, MacDonald Carey and Carol Lawrence appeared, and valuable tips from bridge experts were featured.

In 1983 Mary McVey, a bridge teacher from Lexington, Kentucky, filmed seven half-hour instructional shows called *Basic Bridge* for KET-Kentucky Educational Television. McVey hosted an additional 14 shows in 1984 called *Play Bridge*. Both shows were carried by more than 100 public television stations and later appeared on The Learning Channel.

## **Bridge on TV and the ACBL**

The popularity of these lessons for new players attracted ACBL's attention. In 1986 ACBL funded McVey's third show, *Play More Bridge*, a 13-installment series of bridge lessons for intermediate players. Produced by KET and well received by the PBS network, these shows featured a number of famous bridge personalities.

In 1989 ACBL began a campaign to develop new players through television bridge lessons. This time the audience was people who had never played bridge and social/rubber bridge players looking for a review of the basics. *The Bridge Class*, thirteen half-hour shows based on the material from ACBL's first beginning bridge text, *The Club Series* (later updated and renamed, *Bidding in the 21<sup>st</sup> Century*), was produced by Audrey Grant and Ruth Scott (Omaha, NE) in Memphis in conjunction with Ardent Studios.

The series, which presented bridge as fun and easy-to-learn in an upbeat setting, found its first audience on The Learning Channel. In 1991 it was picked up by the PBS affiliate SECA, the Southern Educational Communications Association and currently known as NETA (National Educational Television Association). It enjoyed an impressive reception on public television stations. *The Bridge Class* was aired at least one time by more than 175 of the 250 PBS stations in the USA.

In 1993 ACBL was contacted by WITF, a public television station in Harrisburg, Pennsylvania and a member of the prestigious PBS affiliate APS - American Program Service. WITF wanted to continue the development of bridge programs. Using the material from ACBL's second and third beginning bridge texts *The Diamond Series (Play of the Hand in the 21<sup>st</sup> Century)* and *The Heart Series (Defense in the 21<sup>st</sup> Century)*, 26 half-hour shows known as *Play Bridge with Audrey Grant* hit the airways in 1993 and 1994.

Audrey Grant's ability to teach bridge in a simple and fun manner made ACBL's bridge programs very popular with the television audience. WITF and ACBL continued in partnership to produce *Play Bridge with Audrey Grant - Part 2* for PBS.

In 1996 ACBL, in association with Audrey Grant and independent film and video producer Jeff Drzycimski, produced a fourth television series entitled *Bridge Brush-Up*. It was a 13-part series of half-hour shows which offered viewers an opportunity to review the basics while learning new techniques to improve their games. The program also featured the ACBL Bridge Hall of Fame. NETA also distributed this program to PBS stations and at the same time reissued *The Bridge Class* which continued to attract a good audience.

A fifth television series followed in 1998. *Bridge at Sea with Audrey Grant* was produced by Audrey Grant and Jeff Drzycimski and was offered to PBS stations by NETA in January of 1999. Both *Bridge Brush-Up* and *Bridge at Sea* continued to be shown in 2000 and *The Bridge Class* continues to pop up on television periodically.

equipment are constantly enhancing television's capabilities for presenting the excitement and drama of bridge matches to the viewing audience. And there's the internet with its ability to show movies making its move into the mainstream, while Bridge Base Online continues to show top-level bridge competitions very successfully on Vugraph.

Stay tuned. Someday soon you may once again see bridge on primetime TV!

Most cable stations are hungry for free programming and will air any footage you can provide. A program that was professionally produced and has aired on PBS is especially attractive. Independent cable stations are also cooperative – you are, after all, providing hours of programming that they do not have to fund. Ask for a special tag at the end of the show. Your goal is to promote a local telephone number that can be the focal point for any and all bridge questions – games, lessons, membership, a newcomers= program or upcoming special bridge events.

### **Incentives for PBS Stations**

Public television shows exist on private funding. A public television station may ask you to underwrite the show when you suggest airing "The Bridge Class" (still available through the ACBL Education Department and should be found in the PBS archives). Underwriting is an expensive proposition. As a representative of a not-for-profit organization, you should be able to make a donation instead. **The ACBL Educational Foundation will consider matching funds** donated to a PBS station on behalf of ACBL's TV show up to \$1,000 per donation. Contact ACBL Headquarters (at ext.1237) for more information on funding through the Foundation.

### **Getting an Information Tag**

A PBS station will add a tag at the end of a television series to allow you to advertise local bridge information if they air the program and accept your contribution. There are, however, heavy restrictions on what can be advertised. Generally there has to be a tone of "public service" to the message. Charity Games are usually acceptable for advertising. **Remember your goal is to get a local phone number** at the end of the show so callers can reach you for questions about bridge.

Stations air only a certain number of the how-to shows available. A bridge group can get the attention of the local PBS program manager by offering to help promote the series in the community. It helps if the group can cite numbers of people who will be interested (members of the local unit, for example). It also helps if the caller is a subscriber to the local public television station.

Most public television stations have on-air pledge drives. They are always looking for help. You might be able to get your local unit to join with your club to volunteer time in exchange for airing "The Bridge Class" program.

“The Bridge Class” is a thirteen-part television series of half-hour shows which allow the viewer to learn to play bridge or to improve his/her game along with the students in the studio. As the students progress, so will the viewer. Since this program is the one you are most likely to be able to get aired, this synopsis of the thirteen shows is presented her for the teacher’s information.

## **Synopsis of the Shows:**

### **SHOW ONE - GETTING STARTED**

“The Bridge Class” television show is designed for the absolute beginner. In this show, students are introduced to the general concepts of the game of bridge. The basic vocabulary is introduced. Students become familiar with words like trick, notrump, suits, following suit, discarding, declarer, dummy. In the very first show, the students are seen playing a hand of bridge.

### **SHOW TWO - PLAYING IN A TRUMP CONTRACT**

Hands can be played in both notrump and trump contracts. In this show, the students are introduced to the idea of one suit being trump. The bidding ladder and the language of the game are presented. The students are now set to bid and play.

### **SHOW THREE - OPENING THE BIDDING**

Before you can bid at an auction, you need to know what you can afford to spend. The same is true in bridge. The bidding is called the auction and the students learn to value their hands so they will know what they can afford to bid. They look at the high cards and the lengths of the suits. Then the shape of the hand is noticed... is it balanced or unbalanced? Now the students are able to recognize the hands on which they can open the bidding, and it all seems quite straightforward.

### **SHOW FOUR - OPENING THE BIDDING ONE NOTRUMP**

The most specific bid in bridge is the One Notrump opening bid. Students are introduced to the requirements... a balanced hand and 16, 17, or 18 points.

### **SHOW FIVE - RESPONDING TO A BID OF ONE NOTRUMP**

After one partner starts the bidding with a very clear bid like One Notrump, the responder is in a position to decide the level and denomination of the final contract. After only five lessons, the students are having a bidding conversation.

### **SHOW SIX - RESPONDING TO A BID OF ONE IN A MAJOR SUIT**

When one partner opens either One Heart or One Spade, there are new considerations. The responder doesn’t know as much about opener’s hand as when the opening is One Notrump. Students are prepared for a longer conversation with partner. Considerations after a major suit opening are discussed.

G-6

### **SHOW SEVEN - RESPONDING TO A BID OF ONE IN A MINOR SUIT**

The focus of bridge is to get to the Major Suit or Notrump games. The students are shown how

to keep this goal in mind when partner opens one of the minor suits - diamonds or clubs.

### **SHOW EIGHT - REBIDS BY OPENER**

An opening bid of AOne@ in a suit is either small, medium or large. It is on the rebid that the opener, the describer, gives the responder a clearer picture of his hand. Students see that the general concept is: the more you have, the more you bid.

### **SHOW NINE - REBIDS BY RESPONDER**

The responder is the captain of the team. After hearing two bids from the opener, he is usually in a position to decide on the level and denomination of the final contract. The keys to making these decisions are introduced.

### **SHOW TEN - OVERCALLS**

A player cannot always count on the opponents being silent as he and partner arrive at their best contract. Sometimes, in fact, one player is about to bid when an opponent bids A in front of him.@ Overcalls deal with what to do when an opponent makes the first bid.

### **SHOW ELEVEN - RESPONDING TO OVERCALLS**

Competitive bidding is an exciting part of the game. With this lesson, the bidding conversation is expanded to include all four players.

### **SHOW TWELVE - THE TAKEOUT DOUBLE AND RESPONSES**

Another competitive tool is the Takeout Double, which asks partner to select his best suit. With this tool, a player is prepared to handle the auction when an opponent opens the bidding first.

### **SHOW THIRTEEN - PLAY OF THE HAND**

Playing bridge is like many other things in life. If a player makes a plan, he increases the chances of achieving his objective. By using the letters of the word, P - L - A - N, students are shown a method of improving their play.

G-7

## **ACBL JUNIOR BRIDGE - AN OVERVIEW**

### **Getting the Program Started**

In World Bridge, a Junior player is defined as someone under 26 years of age. By 1987, many of the European Bridge Organizations had already developed strong Junior Bridge Programs. The Netherlands easily won the first World Junior Bridge Team Championship.

The ACBL had for many years promoted a College Bridge Championship which was very popular until it virtually died out during the late 1970s. When the Education Department was established in 1986, the ACBL began a move to reactivate bridge on college campuses by once again offering a College Bridge Championship with a revised format. It soon became obvious that there were few if any bridge players at universities in North America.

The ACBL Board of Directors soon made a commitment to reestablish Junior Bridge in North America. The goal of the program was to increase our efforts to introduce young people to the game of bridge, hoping that eventually the ACBL would be able to field a team able to win the World Junior Bridge Team Championship. World Champion and former ACBL President, Bobby Wolff, played a strong role in this area by establishing the Junior Corp and recruiting talented young players to the program.

### **Building a Program**

In 1988, the ACBL, with the support of the ACBL Educational Foundation, introduced several programs to attract young people to the game of bridge, including a funded school bridge lesson program. Those programs became the foundation of the ACBL's Junior Program.

### **Juniors in World Bridge**

The ACBL has always been interested in making a good showing in Junior World Bridge competition. When the winners of the 1987 college championship were sent to represent the ACBL in the 1989 World Junior Team Championship, they surprised everyone by finishing third in the event. But it was obvious that the ACBL continued to be well behind the other NCBOs.

In 1990, two teams were selected to represent the US in the 1991 World Junior Team Championship. World champions and seasoned bridge experts volunteered to be non-playing captains and coaches for the two teams. The ACBL subsidized training sessions for the juniors at several tournaments in the US, including the three North American Bridge Championships. This allowed them to compete and learn, playing against the top players in the country.

The 1991 World Junior Team Championship was held in Ann Arbor, Michigan. The ACBL entered three junior teams (two US teams that had been training for a year, and a Canadian Junior team). Junior bridge teams representing 13 countries competed in the International Championship in Ann Arbor, Michigan.

### **H-1**

One of the US teams, a group of Juniors who had been playing bridge for most of their lives, finished first, and the Canadian team was second. The US Team was: Martha Katz; Wayne Stuart; John Diamond; Brian Platnick; Debbie Zuckerberg. The Canadian Team was: Fred Gitelman; Mark Caplan; Michael Roberts; Eric Sutherland; Geoff Hampson; Bronia Gmach.

The 1993 World Junior Team Championship was held in Arhus, Denmark from August 3 to 12. The ACBL was represented by two US teams (Kevin Wilson, Eric Greco, Jeff Ferro, Leni Holtz, Debbie Zuckerberg and Rich Pavlicek won the Bronze Trophy) and one Canadian team.

Trials to select a Junior Team to represent the United States at the 1995 NEC World Junior Team Championships were held at the 1994 Summer NABC in San Diego. The Canadian Junior Team (Frederic Pollack, Darrell Kovacz, Jeffrey Blond, David Levy, Eric Sutherland, Mike Roberts) placed fourth in the championships, held in Bali, Indonesia, July 16 to 25.

The ACBL continued to hold US Junior Team Trials in even numbered years and to participate in the World Championships in the odd numbered years until these activities were delegated to the USBF.

### **The United States Bridge Federation (USBF)**

The United States Bridge Federation was formed in 2001 as a means of pursuing bridge as an Olympic sport. That goal requires that each sport be governed by a national (not zonal) organization. The purpose of the USBF was defined as advancing the interests of the United States in international bridge competition, including the selection and support of US bridge teams and players in international competition.

The USBF now offers the Junior Team Trials event every other year in conjunction with the Summer NABC (Canadian Trials are held separately). Teams are selected to represent the ACBL in world competition and an extensive training program for the Juniors follows.

### **Junior Fund Month**

The ACBL's first Junior Fund Month Program began in February of 1996, allowing clubs to run up to four games with special sectionally-rated mps to benefit the Junior Program. More than \$10,000 was raised in the first year for Junior projects in the U.S. and Canada.

This offer of special club games with increased masterpoint awards was expanded to allow clubs to run up to four games a month every month as Junior Fund games. In 2005, when April was established as the Charity Fund month and September was designated as the International Fund month, those two months were no longer eligible for Junior Fund games.

The Junior Fund program continues to prosper and by 2008 was producing most of the revenue needed to finance the ACBL's very successful School Bridge Lesson Series program.

H-2

### **Junior Bridge Camps**

The ACBL's Junior Program continued to develop throughout the 90s. The 1995 and 1997 World Junior Camp experiences generated a lot of interest. The ACBL sponsored its own Junior Camp in the US in 1996, 1998 and 2000, allowing a nucleus of young players to bond. This program was discontinued, but the ACBL continued to send Junior players to the WBF

Junior Camps held in the even-numbered years. This function is currently handled by the USBF.

### **School Bridge Lesson Series Program**

The School Bridge Lesson Series (SBLs) Program is steadily growing. Each year an average of 4,500 young people take bridge lessons at their schools. A lot of work has gone into providing materials for bridge players interested in teaching bridge at schools to help them be successful.

The ACBL web site houses details on its funded school program and provides lesson plans for three levels of students (<http://www.acbl.org/teachers/schoolBridge.html>). A new web site for bridge teachers for youth ([www.btfy](http://www.btfy)) offers “all the information there is” on teaching bridge to young players.

In an effort to get students, taking bridge lessons in school, playing the game, the ACBL sponsored an Instant Matchpoint Game with scholarships from the Educational Foundation. This event was established in 1995 and was run each spring for about ten years. In 2008 The Bridge League started running several annual competitions across North America for all students who are taking bridge lessons. These contests are growing in popularity.

As part of the SBLs program, Juniors are encouraged to teach their peers. They can offer bridge lessons and earn a \$500 scholarship for this effort. (Contact [Education@acbl.org](mailto:Education@acbl.org) for more information.)

### **Junior Bridge Web Site**

In the early 2000s, ACBL researched ideas for a Junior web site and established the BIC (Bridge is Cool). Efforts to keep the site up-to-date and interesting for young players fell short of its goal. In 2008, plans for an update were started. A contest among Junior players resulted in a new name for the web site, Youth4Bridge, and ideas for keeping the site active are being explored.

### **Youth NABC (North American Bridge Championship)**

Due to the success of a bridge program for young players established in Atlanta GA in 2006, Patty Tucker, the president of Atlanta Junior Bridge (AJB), urged the ACBL Board of Directors to establish a meaningful competition for the 19 and under players known as the Youth North American Bridge Championships (YNABC).

The first YNABC was held in July, 2008 in conjunction with the Atlanta 4<sup>th</sup> of July sectional, and it was a booming success, due mainly to the efforts of AJB (a 501c3 organization

H-3

of about 500 beginning youth players). The second YNABC was approved for the summer of 2009 to be held in conjunction with the NABC in Washington DC. Following this event, the Board will discuss the future of this type of competition for youth players and the feasibility of holding it within an NABC.

A YNABC has been approved for 2010 in order to keep the championship moving

forward until details can be worked out.

### **Junior Division and Youth Division**

In the fall of 2008, the ACBL Board of Directors recognized the need for a Youth Division in addition to a Junior Division, understanding that the needs of the younger players were vastly different from those of the older Juniors. Patty Tucker was hired as the ACBL Youth Programs Coordinator to work with ACBL's units, districts and teachers to advance youth bridge. She is leading the efforts to redefine Junior and Youth programs for the ACBL.

The ACBL is very pleased with its progress in developing Junior Bridge and expects that the new Youth Division and the redefined Junior Program will go a long way toward increasing interest in this area.

H-4

## **BRIDGE PROGRAMS IN SCHOOLS**

### **School Programs are Booming**

The School Bridge Lesson Series Program (SBLs) is booming. ACBL has sponsored bridge lessons at the college level since 1986 and expanded the program to all schools in the fall of 1988.

Thanks to initial funding provided by the ACBL Educational Foundation, the SBLs has

become the most effective program ACBL has developed for recruiting and training new young bridge players and potential youth members.

Approximately 3,000 to 5,000 students are introduced to bridge through lessons at their schools each year. Interest in this program continues to grow. Why don't you bring the School Bridge Lesson Series Program to your area?

### **The School Bridge Lesson Series Program (SBLs)**

The School Bridge Lesson Series (SBLs) is a bridge program for students in elementary school through college, funded by the ACBL through the Junior Fund games held at clubs.

The program offers sixteen hours of lessons with a class championship at the end of the course. The ACBL recommends using a combination of MiniBridge and the *Bidding in the 21<sup>st</sup> Century (The Club Series)* text. Lesson Plans, written by Kitty Cooper and Donna Compton, are provided online for free download at: <http://www.acbl.org/teachers/schoolBridge.html>.

Information to help teachers get started and run successful school lesson programs can be found at [www.btfy.org](http://www.btfy.org) (bridge teachers for youth) and the ACBL web site (<http://www.acbl.org/teachers/schoolBridge.html>).

### **The ACBL Provides the Following:**

- ! The *Bidding in the 21<sup>st</sup> Century (The Club Series)* texts for each student.
- ! T-shirts for each student who completes the course.
- ! A trophy for the winner of the end-of-the-lessons class championship.
- ! A \$350 stipend is paid for the teacher to teach sixteen hours of lessons and run the final event (unless you are receiving payment through the local school system).

NOTE: to receive the stipend, a class roster must be sent to the ACBL Education Department along with a letter from a school official verifying that sixteen hours of lessons have been given.

### **Guidelines for the SBLs:**

- ! The teacher is required to use the course material approved by the Education Department.
- ! The program is open to all school age students. (College students must be enrolled full-time.)
- ! Students do not have to attend the same school.
- ! A minimum of twelve students is suggested to initiate the course and at least eight must complete the sixteen hours.
- ! Teachers are asked to enter their students in the contests sponsored by The Bridge League several times a year for students taking lessons across North America.

H-5

## **TEACHING YOUNG PEOPLE**

*These ideas were expressed by Val Covalciuc, outstanding teacher, club manager and ex-ACBL President in one of the ACBL's continuing education workshops at the NABCs.*

### **Differences Between Teaching Adults and Children:**

1. Kids want and need activity. Don't talk for more than 5 or 10 minutes before you let them play.

2. Teach kids after they have played a hand. They need to "do it" and "see it" in order to learn.
3. It's difficult to make kids understand they have to study to learn a game. They frequently will say, "Learn a game? Why can't we just play?"
4. Kids aren't afraid to make mistakes. They will take a chance because they MIGHT be right.
5. Kids like their cards to be secret. (One teacher reported that she had a student who put his  $\subseteq A$  in his pocket during a class just to make certain it wasn't seen.)
6. Kids don't like to play their high cards if they are in danger of losing them.
7. Kids find it easier to write in textbooks to do the exercises. (The school, however, might not like having them develop a habit they can't carry with them to other classes.)
8. Kids love to be "dummy" and make jokes about it. (Teachers need to allow an extra five minutes for the hubbub to die down when they first introduce this concept.)
9. Adults are very social; kids are very competitive. (Teachers need to set up contests for each lesson to satisfy this need.)

### **Incentives for Students:**

1. Teachers should offer prizes for -
  - a. Good answers.
  - b. Recruitment. ("Bring a friend and win a prize." The friend gets a prize when he/she comes back for the second lesson. Put the onus of teaching the friend what has been missed on the student.)
2. Field trips to play in a 0-00 game at a local sectional tournament can be very exciting for the students. (The teacher can pre-deal the Club Series hands for the students to play.)
3. Interest local TV stations in your bridge program. Kids like publicity.
4. Kids are used to taking quizzes. Bridge quizzes can be fun.
5. Use the bridge theme in other school activities with very young students. Making "thank you" cards for the ACBL in appreciation of the lessons is a good project for Art Class.
6. Let kids play the lesson hands outside under the trees on blankets after a picnic lunch. The novelty is terrific fun and the kids will enjoy being outside.

H-6

## **AFTER THE LESSONS**

The long range goal of the school program is to use the funded lessons as a means of teaching a nucleus of students at a given school how to play the game.

After the lessons are completed, the teacher, working with the school and the local unit, is charged with developing on-going bridge activity for these students. School bridge clubs,

inter-scholastic bridge competitions, contests sponsored by The Bridge League, online play and lessons at Bridge Base Online ([www.bridgebase.com](http://www.bridgebase.com)) and participation in both ACBL youth events and new player events at clubs and tournaments should follow.

For a successful on-going school bridge lesson program, students must become players. Here are some things each teacher could do following the lessons to achieve this goal:

- # Help the school start a bridge club so the graduates can practice.
- # Get the local unit or club to donate supplies to start the school bridge club.
- # Provide AFinal Contract Card@ sheets to help students practice on their own. It helps them get to the right contract and to be comfortable with unusual hands.
- # Introduce the students to online bridge where they can play with their friends. There's an excellent "Help" button at Bridge Base Online ([www.bridgebase.com](http://www.bridgebase.com)), but this article might help you get started: <http://www.acbl.org/teachers/index.html>.
- # Download the ALearn to Play Bridge@ (LTPB) program in the school's computer lab and show students how to download it on their personal computers. (LTPB can be downloaded at [www.acbl.org](http://www.acbl.org), under the Learn banner.)
- # Start a ABig Brother, Big Sister@ program to get local players to play with the students at club and unit games.
- # Introduce the students to ACBL membership. (Special Junior fee of \$5 applies for participants in the ACBL school lesson program.)
- # Make it easy for youngsters to play in ACBL competitions for which they are eligible (e.g., Rookie Pairs; North American Pairs – Flight C, newcomer games). Schedule the games on weekends, offer transportation, help make partnerships.
- # Raise funds to take the students to the next Youth NABC. There are games for all levels of players and great fun in competing against their peers.
- # Sponsor the students to attend a nearby NABC. The Intermediate-Newcomer (IN) Program is ideal for new players and Juniors under the age of 16 play free.
- # Talk with your unit tournament coordinator to schedule special student games at local tournaments. You can organize a field trip and take your students to play.

Note: Contact [Education@acbl.org](mailto:Education@acbl.org) for more information.

H-7

## **TIPS FOR STARTING A SCHOOL PROGRAM**

The ACBL provides a school promo kit to help you successfully approach school officials about hosting bridge lessons. Contact the Ed Department ([Education@acbl.org](mailto:Education@acbl.org)) to get one. In addition, check out the ACBL web site for details of the funded school program at: <http://www.acbl.org/teachers/schoolBridge.html>. In addition, there is a web site exclusively for bridge teachers who are interested in teaching youth. The site is called [www.btfy.org](http://www.btfy.org), and it

contains all of the information currently available on teaching bridge in schools and to young students. Check it out:

Here are a few ideas to pursue to get school-bridge classes started in your area:

! Contact school principals and ask to meet with the following teachers. They are usually the most interested in becoming the in-school sponsor for Bridge:

! Math teachers like that Bridge is an extension of logic and helps students develop analytical skills.

! Teachers of gifted and talented students appreciate the value of having their students learn to play Bridge.

! Student activity advisors like social activities that require no special or extensive equipment and can be held anywhere.

! Promote the social aspect of Bridge - a big drawing card in today=s world of computers where students tend to spend too much time alone in front of the TV or playing electronic games. A player can't be successful without establishing a good relationship with partner.

! Suggest offering Bridge lessons as an alternative to study hall, as an extracurricular activity, during class time, after school, or as an elective.

! Introduce the concept of adding a new Mental Sport@ to the school curriculum.

! Offer to give a free lesson on an "in-service" day to demonstrate the value of learning to play bridge.

! Get permission to set up a table when the students are signing up for activities on Club Day to promote bridge lessons.

Note to Teachers: For more Tips, check out the Handbook for ACBL Teachers (100+ Tips) at: <http://www.acbl.org/teachers/index.html> (free download).

H-8

## **MiniBridge**

MiniBridge is a way to start bridge lessons with a focus on the play. It was first developed in France and the Netherlands as an introduction to bridge for school children, and MiniBridge was soon acknowledged as an excellent game in its own right. It is widely used as a precursor to learning bridge for all ages and is universally found to be both effective and enjoyable. The English have adapted the program to simplify the progression from MiniBridge to the full game.

The principles of MiniBridge have been incorporated into the lesson plans written by Kitty Cooper and recommended by the ACBL for use in schools. You can download these lesson plans at the ACBL web site (<http://www.acbl.org/teachers/schoolBridge.html>). Here is a reprint from the English MiniBridge teacher manual to demonstrate MiniBridge.

## **THE RULES**

### **BIDDING**

The cards are dealt as in regular bridge with 13 cards per player, and the North and South players are partners and the East and West players are partners.

MiniBridge is distinguished from whist (and other similar games) by the existence of a Declarer@ who decides the contract – that is, the choice of trump suit and a target number of tricks to be won by the partnership.

The contract must always be for at least 7 of the 13 tricks available, but a higher target, a game, can be set. Every player counts his points (A = 4, K = 3, Q = 2 and J = 1) and in turn, moving clockwise and starting with the dealer, mentions his pointcount.

The pair that together holds the most points will play (in case both pairs hold 20 points, cards should be redealt). Declarer becomes the player with the most points of the two. If the partners each have the same number of points, the one announcing points first is declarer.

Declarer=s partner becomes dummy and displays his cards. The declarer calculates how many tricks might be won in the combined hands and,

- a. Whether to play a notrump or trump contract, and
- b. Whether to be in game or part-score.

In a notrump game, declarer has to win 9 tricks,

In a suit contract where spades or hearts are trumps, it means 10 tricks,

In a suit contract where diamonds or clubs are trumps, it means 11 tricks,

In part-score, declarer must win at least 7 tricks.

### **PLAY**

The player to the left of the declarer starts by playing the first card (the opening lead), after which the procedure is the same as in regular bridge.

H-9

### **SCORING**

Whatever the contract happens to be, the first six tricks won do not count towards the score. The seventh trick is the first scoring trick, and for each scoring trick, points are won depending on the contract chosen, as follows:

|                    |                                |
|--------------------|--------------------------------|
| No-trump contracts | 40 for the first scoring trick |
|                    | 30 for each subsequent trick   |

Spade or Heart contracts                      30 for each scoring trick  
 Diamond or Club contracts                    20 for each scoring trick

Examples:     With  $\supseteq$  as trumps, the trick score for 8 tricks is 40 points.  
                   With  $\subseteq$  as trumps, the trick score for 10 tricks is 120 points.  
                   In no trumps, the trick score for 9 tricks is 100 points.

**Game Contracts -**

Game contracts are those where the trick score totals 100 or more.

Game in no trumps requires 9 tricks, i.e.  $40 + (2 \times 30) = 100$  points.  
 A game bonus of 300 is then added, so the total points earned are 400.  
 If more than 9 tricks are won, each overtrick scores an extra 30.  
 (When calculating the score for a no trump contract, it is often easier to multiply each trick won by 30, then add 10 points at the end.)

Game in spades or hearts requires 10 tricks, i.e.  $30 \times 4 = 120$  points.  
 A game bonus of 300 is then added, so the total points earned are 420.  
 If more than 11 tricks are won, each overtrick scores an extra 30.

Game in diamonds or clubs requires 11 tricks, i.e.  $20 \times 5 = 100$  points.  
 A game bonus of 300 is then added, so the total points earned are 400.  
 If more than 11 tricks are won, each overtrick scores an extra 20.

Examples:     A part score contract in hearts, 9 tricks are made:  
                   Score 30 for the scoring trick in hearts                      = 30  
                   Plus 60 for the two overtricks @ 30 points each         = 90  
                   Plus the bonus of 50     = 140

**Unsuccessful Contracts -**

If declarer doesn't win the number of tricks required to make the contract, the declaring side gets no score and the defending side earn 50 points for every undertrick (i.e., if the contract was game in spades and declarer made only 8 tricks, the defending side would score 100 points).

Examples: A part score in no trumps makes 5 tricks; the defenders get 100 points.  
 A game contract in hearts makes nine tricks. The defenders get 50 points.

H-10

**IDENTIFYING YOUR GOALS**

At each TAP, some time is spent on Marketing. This checklist was created to help teachers identify their goals when starting classes.

**1. Number of Classes**

- A. How much time does each class take?
  - 1. Pre-class preparation

- 2. Transportation
- 3. Clean-up
- 4. Actual class time
- B. How much time do you have to give to

this endeavor?

## 2. Number of Students per Class

- A. Take into consideration the amount of time it takes to prepare the material for a class. The larger the class, the more hands you must pre-deal. (E-Z Deal cards can be used but consider the initial cost.)
- B. How many students do you need to make the amount of money you want to earn?

## 3. Hourly Rate of Pay

- A. All of the time you will spend on each class, as identified in question #1, must be considered.
- B. What expenses will you have?
  - 1. Advertising
  - 2. Site Rental Fee
  - 3. Books
  - 4. Refreshments
  - 5. Mailing Costs
  - 6. Graduation Party
  - 7. Transportation

## 4. Age Range of Students

- A. Have you had any experience teaching the age group you are

interested in?

- B. Are you free at the time of day best suited for the age group you are interested in? (For example, Senior classes are generally offered during the day.)

## 5. Bridge Knowledge of Students

- A. Consider that some students may never have played any card games.
- B. Consider that the language of bridge may be a foreign language to beginning students.
- C. What do you expect?

## 6. Time Your Students Are Expected to Spend on Bridge between Classes

- A. How much time do you expect them to spend?
- B. How much available time do they have?
- C. Are they willing to spend more time than class time on bridge?

## 7. Team-Teaching or Alone

- A. If you teach with a partner-
  - 1. Division of responsibilities?
  - 2. Sharing of Profits?
- B. If you should teach alone-
  - 1. How will you arrange for a substitute if an emergency keeps you from teaching a class?
  - 2. How will you handle make-up lessons for students?

J-1

## TIPS TO MOTIVATE YOUR STUDENTS

The atmosphere of your class is an important factor in learning. Get your students in the right mood with these ideas.

### Act like a host or hostess.

Lynn Berg encourages us to create a positive environment for students by greeting everyone and knowing names. Use name tags. Thank pupils for coming as they leave. Comment if you can on something positive, just as you would in a social setting. Show by your dress that you think the occasion and participants are important to you.

### **Use games to teach.**

When the students arrive early, David Weir seats them at a table to play Bid-N-Tell. The dealer makes his or her bid. The next player describes what the bid means and then makes a bid. The next person does the same until the bidding is complete. This exercise accomplishes three things:

- (1) The students develop the habit of analyzing their hands;
- (2) The bidder gets feedback;
- (3) The students get to play with different groups of students.

### **Use games to encourage social interaction.**

Sandy Stevens used this as a theme at the ABTA convention. Go to: [www.teachervision.com](http://www.teachervision.com) and you will find games that you can adapt to bridge.

### **Practice with icebreakers.**

Charlotte Davidson uses this exercise as an icebreaker to enhance the social side of her classes while making the students more comfortable with the material. The students enjoy working together. Take a general bridge term and ask each table to write another bridge reference for each letter in the "Main" word, like this...

|                          |                                |
|--------------------------|--------------------------------|
| <b>P</b> laying the hand | <b>B</b> idding                |
| <b>L</b> earning to plan | <b>R</b> ating points          |
| <b>A</b> dding up points | <b>I</b> n game                |
| <b>Y</b> our ACBL number | <b>D</b> ouble                 |
|                          | <b>G</b> aining goals          |
|                          | <b>E</b> very hand a challenge |

### **Communicate in the language of bridge.**

At the start of the first class, Gloria Freer puts her hands together as if making a bridge. She tells her students that each person is trying to communicate with his partner to attempt to cross the bridge. In order to do this, she will teach them to speak "bridgenese" (rhymes with Japanese).

### **Entertain while teaching whenever possible.**

When discussing how to bid a hand with students, Marjorie Thien asks for their ideas, and as they throw out suggestions, chants like an auctioneer. "I have a two club response to one no trump, now I have three hearts, over there is a bid of three no trump. Do I have other takers? Does anyone want to go higher? etc.

J-2

### **Dance fever.**

Ann Bellamy gets Seniors warmed up before starting the bridge lesson by having everyone get up and dance for about five minutes. She says it's a great icebreaker.

### **Perk things up.**

Here are some ideas suggested by Lynn Berg:

- Have a fact-finding session in which each person has to introduce another and say a few interesting details about the person.
- Have a joke of the week competition.

- Take a break and have a snack – even if only packaged cookies and water. The time you use this way won't be wasted.

### **Bridge is a game for a lifetime.**

Keep the enthusiasm of your students alive! Every student begins with it, but they often "get down" because there is so much to learn. LeAnne Tefft reminds them that bridge is a game for a lifetime and they will always be learning new things about the game just like "the big guys playing in tournaments."

### **Come early or stay late to Play "Bridge Bingo."**

Bridge players love to play bingo — especially "Bridge Bingo." Charlotte Blaiss found it can be an incentive to get students to class on time. You also can play "Bridge Bingo" at the end of a club game to keep your players busy until the scores are posted. Giving the winner a prize only adds to the fun and excitement. Here's how Bridge Bingo works.

Each player gets a hand of 13 cards (in a game it would be the last hand of the session). One person goes to the mike with a full deck of cards and calls them out one at a time. As they are called, the players turn down the cards they have in their hands. The first person to turn all 13 cards is the winner.

### **Help students get to know each other.**

Leslie Shafer suggests starting a class with a general information question ("What's your favorite movie?") to enhance the social aspect of the class. This type of conversation will help the students get to know more about each other.

(Note: This is just a sample of the ideas to be found in the Handbook for Teachers – 100 Tips for Teachers booklet. You can download it at: <http://www.acbl.org/teachers/index.html>.)

J-3

## **ACBL "PLAY" COURSES**

Booklets and E-Z Deal Cards

The ACBL "Play" courses supplement the original ACBL Bridge Series courses. Each APlay@ course offers enough material for a teacher to present a four-week supervised-play course with eight deals a week. These mini-courses were designed for students to practice what they have learned and to help teachers move their students to the next course and into duplicate.

The spiral-bound booklets that come with each of the APlay@ courses contain a

discussion of the suggested bidding and play for each of the thirty-two deals. Each deal has a traveler showing the results when the deal was played in an actual duplicate game. The students love seeing the various results that are possible on each deal. Since many students don't think they are good enough to play anywhere in public, using the "Play" course tools, which simulate a real duplicate game, they are pleased to find that they sometimes get the best result. The "Play" courses are very effective in increasing a student's confidence.

The APlay@ courses offer a smorgasbord of deals where the key to the problem is something studied in the course the students have just completed. The E-Z Deal cards for each course allow the 32 hands to be dealt at the table. In the Bidding APlay@ course, the deals are arranged by topic, so you can provide a structured review session of the material learned in the *Bidding in the 21<sup>st</sup> Century* course. The first eight deals cover bidding over a 1NT opening. The next 16 deals involve suit opening bids and the last eight deals cover competitive bidding. Pointers for bidding and play reinforce the rules presented in the *Bidding in the 21<sup>st</sup> Century* course.

The Play of the Hand and the Defense APlay@ courses follow the material covered in the *Play of the Hand in the 21<sup>st</sup> Century* and *Defense in the 21<sup>st</sup> Century* courses. In these courses, the bidding, play and defense topics are randomly ordered to keep the more experienced students from predicting what the deals will be demonstrating. The APlay Course for the Advancing Student B 1" and the APlay Course for the Advancing Student B 2" offer more practice for students on everything learned in the first three courses. This extra practice helps prepare the students for their first course on conventions.

Pat Harrington has designed three "Play" courses for the ACBL that provide students with the opportunity to practice on material covered in *Commonly Used Conventions* and *More Commonly Used Conventions*. Sufficient practice is provided on each topic to allow students to thoroughly understand how to use the bids and conventions in a variety of situations, including when the opponents interfere. These booklets also provide the student with a summary at the start of each of the four sessions of the conventions demonstrated in the practice hands. For the teacher, there is a teacher manual for each of these three "Play" courses, available at the ACBL web site for FREE download (<http://www.acbl.org/teachers/materials.html>).

J-4

**The Pat Harrington "Play" courses are:**

**The Modern Notrump Bidding APlay@course.** It provides 32 practice hands on 15 to 17 notrumps and a 20-21 2NT opening, Jacoby Transfers and practice using Stayman with transfers and slam bidding.

**The Major Suit Raises 1 "Play" course.** It provides 32 practice hands on weak raises of opener's major suit including Help Suit Game Tries and the "weak freak" bid, limit raises and using Jacoby 2NT as a strong major-suit raise.

**The Major Suit Raises 2 “Play” course.** It contains material covering Splinter Bids, 1NT Forcing and Drury in 32 new practice hands.

In addition to using the APlay@ courses as four-week supervised-play courses, the deals can be played as a game if there are several tables of students, selecting a winning pair in each direction. The students also may use the cards and booklets to practice on their own.

**Here’s how the “Play” courses work:**

Students can learn bidding and the basics of play in the *Bidding in the 21<sup>st</sup> Century* course,

Review it in the Bidding “Play” course,

Examine declarer play in the *Play of the Hand in the 21<sup>st</sup> Century* course,

Review it in the Play of the Hand “Play” course,

Look at defense in the *Defense in the 21<sup>st</sup> Century* course,

Practice what was learned in the Defense “Play” course,

Review everything that has been learned in the first three courses in the “Play” Course for the Advancing Player, 1 and 2,

Begin studying conventions in the *Commonly Used Conventions in the 21<sup>st</sup> Century* course,

Practice in the Modern Notrump Bidding “Play” Course, the Major Suit

Raises 1 and 2 “Play” courses,

Continue conventions in the *More Commonly Used Conventions in the 21<sup>st</sup> Century* course.