

## **Lesson 1**

Today we are learning:

- to name the four suits of cards
- to sort the pack into suits
- the names – ace, king, queen, jack
- the value of the cards- ie ace is highest, 2 is lowest.

Each group of 4 will need:

- one pack of cards

Teachers will need:

- a set of large playing cards

What to do:

- show the 2 of clubs, the 3 of diamonds, the 4 of hearts and the 5 of spades
- name each suit clearly and get children to repeat the names of each suit
- spread the cards out of the table and get boys and girls to find a diamond card, a heart card etc. Make sure they are clear about the names before moving on
- spread the cards onto the table and get the boys and girls to sort the pack into 4 suits. Explain the word suit to them.
- get them to count how many cards there are in each suit. Explain to them that 13 is a very important number to remember in Bridge. Help them to add them all up together. (eg 6+7; 8+5; 9+4; 10+3)
- tell them the names of the honour cards –ace, king, queen jack. Play a game such as – who can find a queen and a jack; who can find an ace and a ten etc
- teach the words --honour cards
- get each child to sort their suit in descending order starting with the ace and ending with the 2. Explain that the ace is highest, then the king etc.

## **Lesson 2**

Today we are learning how to:

- deal the cards
- place the cards in the boards so that its number and value are clear
- find different cards quickly
- recognise that spades and hearts are the highest suits and diamonds and clubs are the lowest suits.

Each group of 4 will need:

- a card holding board each
- one pack of cards for the group

Teachers will need:

- a set of large playing cards

What to do:

- give half the pack of cards to one child and show them how to deal them
- make sure they start with the child on their immediate left
- no one is to touch their cards yet
- demonstrate left and right to the children
- give the other half of the pack to a second child in the group to deal out
- when all are dealt children have to pick up their cards face down and count them. Explain what face down means. They should have 13 cards each
- demonstrate how to arrange the cards in suits starting with the highest spade then the next spade etc; then hearts; then diamonds;. and finishing with the lowest club. Make sure all card numbers/ values can be seen
- repeat this exercise so the other two children in the group have a turn at dealing the cards
- teacher calls out different cards and children have to find them quickly
- teacher uses 3 of the large cards of the same suit and asks children which one is the highest/lowest

### **Lesson 3**

Today we are learning how:

- to win tricks
- to know how to follow suit
- to know where the four positions of north; south; east and west are located

Each group of 4 will need:

- a card holding board each
- one pack of cards for the group

Teachers will need:

- a set of large playing cards
- a set of N,S,E,W cards so children know their position

What to do:

- show the children 4 cards of the same suit and ask them which is the highest
- explain that in Bridge the highest card wins when there are no trumps (you will explain to them later what trump means)
- explain that they must follow suit if they can, otherwise they can throw any card away. Try to keep your high cards to win tricks later in the game.
- give each child a position - north; south; east and west
- use only A, K,Q,J,10,9 in each suit – 24 cards in total
- north will deal first using these 24 cards.
- east leads a card, then south, then west. Explain that they take turns like clock hands (clockwise). The highest card wins the trick
- the winner of the trick always leads the next one
- each player keeps his/her card in front of him/her self
- The winner places his/her card face down in portrait shape in front of the unplayed cards on the board. The loser places their card landscape shape.
- demonstrate how to do the above
- when all cards are played the one with most in portrait position is the winner

#### **Lesson 4**

Today we are learning how to:

- become faster at playing the cards
- check and record the tricks each person has won
- recognise that tricks won in Hearts and Spades gain 2 points as these are major suits
- tricks won in the minor suits of clubs and diamonds gain 1 point

Each group of 4 will need:

- a card holding board each child
- one set of 24 cards for each group of 4
- a scoring card for each child divided into 4 columns - each column headed N;S;E;W.

Teachers will need:

- a scoring card

What to do:

- demonstrate to children how to score after each game against the correct positions
- spade and heart tricks score 2 points. Diamond and club tricks score 1 point

- explain that each child needs to fill out the scoring card and check the accuracy with each other
- explain that the total **number** of tricks after each full game should add up to 6
- let the children play as many hands as they can in the time allocated
- at the end of the session, check the scores with them and see who is the overall winner.

### **Lesson 5**

Repeat lesson 4 at least once or more if children need to practise further.

### **Lesson 6**

Today we are learning how to:

- play the cards using the whole deck

Each group of 4 will need:

- a card holding board each child
- one full set of cards for the group
- a scoring card for each child divided into 4 columns - each column headed N;S;E;W.

Teachers will need:

- a scoring card divided into 4 columns each one headed N;S;E;W.

What to do:

- review the concept that playing the highest card wins the trick
- explain again how to score and how to add up the points based on tricks won
- explain that after each game the total tricks gained should add up to 13
- check that the children understand why this is so
- let them play and help out with any difficulties they may have

### **Lessons 7-9**

Today we are learning how to:

- become quicker at playing using all 52 cards in the pack
- become accurate at scoring the number of tricks won

Each group of 4 will need:

- a card holding board each child
- one full set of cards for the group

- a scoring card for each child divided into 4 columns - each one headed N;S;E;W.

Teachers will need:

- a scoring card divided into 4 columns each one headed N;S;E;W.

What to do:

- review the concepts from the previous lesson
- encourage each group to check scores together

When children seem competent at playing the game so far, move on to the next level of learning. (lesson 10)

If they need more practice, revise and review aspects of which they are unclear. Do **not** move on until you know they are ready and completely understand. Get them to help each other.

**Lesson 10 - 11**

Today we are learning how to:

- guess how many tricks each person thinks they can make
- think about why they were right or wrong and discuss this

Each group of 4 will need:

- a card holding board for each child
- one full set of cards for each group of 4 children
- a scoring card for each child - divided into 4 columns each one headed N; S; E; W.

Teachers will need:

- a set of large playing cards

What to do:

- create a few hands of 13 cards and show children how to guess the number of tricks each player thinks s/he can make with them
- tell children to count the aces first, then the kings, that is a good clue for counting winners
- make some examples difficult with important high cards missing
- illustrate how a two of any suit can win the trick if it is the only card left unplayed in that specific suit – that is if you have the lead and you lead the two

- explain that it is sometimes important to count the cards that have already been played in a suit
- talk about having many cards in one suit (long suit) can be useful, if no one has any left in that suit
- let them play one hand and discuss together what happened

### **Lesson 12-13**

Today we are learning how to:

- consider the value of a long suit
- how to set that suit up

Each group of 4 will need:

- a pre-prepared set of cards where one person has a long suit without an ace and 2 aces in other suits

Teachers will need:

- large set of cards already dealt with a long suit without an ace and 2 aces in other suits
- prepare 4 decks of cards to illustrate this difficult concept

What to do:

- show the children how to play cards from the long suit to make the ace drop
- they could play the king if they have it
- explain how this gives you some control of the suit
- explain how to count the cards that have gone and deduct this number from 13, so you know how many cards are left in your opponents' hands
- let the children play one game, but discuss what happened
- let children play other games and discuss outcomes

### **Lesson 14**

Today we are learning how to:

- become more accurate in counting the tricks they might make
- to become more aware of accuracy
- to add bonus points of 10 if the guess is correct or better

Each group of 4 will need:

- hands set to illustrate concepts in the previous lessons (12-13)
- card holding boards
- scoring cards

- post-its or pieces of paper

Teachers will need:

- sample of score card to illustrate how to include bonus points

What to do:

- review playing strategies
- review how to count winners and possible winners
- explain how to add bonus points
- let children play the games and support them when calculating the results

### **Lesson 15- 16**

Today we are learning how to:

- give a numerical value to each honour card (A, K, Q, J)

Each group of 4 will need:

- card holding board
- a hand of 13 cards
- a scoring card
- post-its

Teachers will need:

- large set of cards

What to do:

- explain the new idea of honour cards having a numerical value;
- ace=4 points; K=3 points; Q= 2 points; J=1 point
- demonstrate how to count the points in a hand using the large cards
- repeat this a few times
- take out all the honour cards and count them up together
- explain how each suit carries 10 points, so  $10 \times 4 = 40$  points in total.
- Explain that the person with the most points has the strongest hand and is likely to win the game
- Children then have a go at counting their points, recording them on a post-it and then play the hand.
- Discuss the outcomes

## **Lesson 17**

Today we are learning how to:

- collaborate with a partner by playing in pairs (N/S versus E/W)
- state the number of points in turn
- add N/S together and EW together
- decide which pair has the most points
- analyse that pair's hands face up to decide the number of likely tricks

Each group of 4 will need:

- a card holding board for each child
- one full set of cards for each group of 4 children
- a scoring card for each child - divided into 2 columns each one headed N/S and E/W.
- Post-its

Teachers will need:

- large set of cards

What to do:

- illustrate 2 hands with 13 cards in each and count the points combined
- relate this number to the total of 40 available points within hands
- explain that if the points add up to more than 20, then this pair is stronger
- demonstrate the concept again with a weaker hand
- let the children practise adding in pairs and deciding the number of likely tricks
- let them play out the hands and check the outcomes to see which pair was the most accurate

## **Lesson 18-20**

Today we are learning how to:

- continue to collaborate with a partner by playing in pairs (N/S versus E/W)
- state the number of points in turn
- add N/S together and EW together to find the strongest pair
- decide which person within that pair has the most points
- understand that this person is called the **declarer** and the partner is called the **dummy**
- manage to play two hands

Each group of 4 will need:

- a card holding board for each child
- one full set of cards for each group of 4 children
- a scoring card for each child - divided into 2 columns each one headed N/S and E/W.
- Post-its

Teachers will need:

- large set of cards

What to do:

- demonstrate how to count winners from both hands
- decide which hand is declarer and which is dummy
- demonstrate how the dummy should lay out the hand
- demonstrate how to play two hands
- support the children as they play

### **Useful Resources**

- boards for standing cards on to
- large set of playing cards that have magnetic strips attached to the back of them
- metal white board or similar
- pre-printed score card with four columns headed N:S:E:W.

### **Glossary of terms**

To be completed