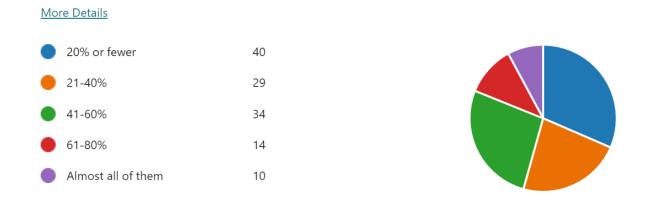
Gentle duplicate

Why it matters

Our retention problem

How many students end up in club sessions?

8. If you have a sense of how many students have gone on to become active members of your club, what is the approximate percentage?



The biggest group is 20% or fewer. Over half of clubs report that under 40% become active members.

Models of bridge transition

Model A: from classroom to clubroom

Classroom



Transitional something

Clubroom



Why this model often fails

- Wide gulf between new learners and longstanding members who learned bridge early in life and in a different way
- One gruff person can make a novice perceive an entire session as "unfriendly"
- 24 or 27 boards is an intense experience for a novice
- People who learned bridge to make new friends may not find headsdown continuous play with no break appealing
- We all play for enjoyment and if that is not there for a novice, they will go elsewhere

Large clubs have better retention

Run more sessions with tiering for different standards

Larger learning groups mean classes become playing groups

Larger clubs have more volunteers available for supervision etc

A better model of bridge transition?

Classroom



supervised play but minimal

Easy transition maybe via

Gentle duplicate



Traditional club session



Maybe, for those who want to, in their own time

What makes a session "gentle"?

- No set definition and each club will vary, but some suggestions:
- A proper bridge session, playing and competing not just practice
- Shorter than a typical EBU session. 15-18 boards?
- No expectation of a high standard, mistakes are OK
- Build in time for socializing. Break mid way? (no discussion of boards please!). Or early finish enabling free discussion but people may just leave early!
- Not just for novices. Encourage long-standing club members to join in too. Good for integration and new friendships