

Notes about the Summer Camp Curriculum

This summer camp curriculum is designed for five two-hour classes taught in one week. We chose this format for several reasons:

- 1) Children have active summer schedules and you are more likely to find one week they can devote to bridge than one day a week for five weeks
- 2) Children learn faster and retain more if there is only a small time-lag between each class
- 3) Teachers and Assistants are more likely to be able to devote one week to teaching juniors than five weeks during their summer

You will need directional placemats, card tables (most facilities have chairs) and cards. Do not try to teach on small conference tables unless you have no choice. It is difficult for the children to orient themselves and their partners on an oblong table. Desired supplies would be duplicate boards and bidding boxes. If you do not have these items, check with your local bridge club and they may be able to loan them to you for a week or your local unit or district may help you financially with purchasing these items for your camps. ACBL Education Department may be able to help you with T-shirts and Trophies for your end of class party.

A teacher may prefer to split lessons Day 2: Opening Bids and Day 3: Responding into **Day 2: Major Suit Opening Bids and Responses** and **Day 3: Minor Suit Opening Bids and Responses**. If you do so, you will need to pre-duplicate boards so that the hands will match the bidding you are discussing. The current curriculum is designed so that you can use dealt hands the first three days of class and will have no need to pre-duplicate boards except for the No Trump lesson.

Each class will be different. In some classes you may find that you do not have enough time to cover all the material. Some classes may breeze through the information and be hungry for more. The teacher will have to judge the speed they will cover each section of material. In our experience with eleven summer camps, every camp (regardless of age) was able to cover the majority of the information in these lessons. If you are unable to cover everything, devote less time to rebids by opener and responder.

You may notice that the Major Suit responses to NT have the points a trifle askew. This was done since we chose not to introduce Stayman or Jacoby Transfers in these beginning lessons due to time considerations. If you feel that you have time to teach Stayman you will, of course, need to adjust the Major Suit response points.

Do not shorten the children's playing time to attempt to allow more teaching time. It is important that the children have a chance to practice the concepts they are learning and a chance to have fun playing.

Depending on the availability of assistants and the experience of the teacher, limit your class to 12-20 students. You will need at least one helper for every two tables. One for every table is optimum. You will have some students who have never held a deck of cards.

Expect that you will have new students joining every day for the first two or three days. As the children learn they will talk to friends and you will ask you if they can add a student. If possible, let them. You will find the students will like teaching a friend what they already know.

Try to continue with the children on at least a once a week basis after the camp. If you do not they will probably not continue to play. If possible have a game for them at your next tournament or a junior game at your local club.