**1.2 BRIDGE IN SCHOOL**  
  
The first step when working with juniors is to find them, where they normally gather, and by far the best place to look for them is at school. They have to be at school for a large part of their days, in the ages from seven to twenty.

Some people may believe that it is difficult or in some way not permitted to enter the school world. Nothing could be more wrong. If we just get some time to explain what we want to do, the school will be very interested. Several times it has been the case that the school asked us to pick them and not to go anywhere else. Read 4.6 on how to contact schools.

There are many things you can do at a school. The following are the most common. The ultimate goal, of course, is to become a part of the regular school day.

* A group presentation during the school day, to multiple groups at the same time. This has little value, and you should not put too much effort into doing it.
* A presentation for a single class during the school day. Here you should use Minibridge.
* Fri presentations at some location in the school. Interested students come and go while you are there. Here you can also use Minibridge.

Sometimes you can reach an agreement with the school to continue the contact and have regular activities. The most common solution is that bridge is a part of the “student’s own choice” hours. Here we have two regular hours per week in one semester. For this reason, there is a new bridge course in two parts. In the first part (or semester), we play Minibridge, where we focus on learning to play and to grasp the playing methodology, both as declarer and defender. In the second part, we move from Minibridge to real bridge and introduce the bidding.

The material from the World Bridge Federation, for use in schools, has the goal that the students will be able to sit at the tables and *play* bridge as soon as possible. Someone just telling about the game makes very little sense. It is as exciting as watching paint dry. So the pedagogical basis is simply this: take out the cards and learn while you play, that is, “learning by doing.”

If there are lots of schools in your town, it may be difficult to know which one to approach. There are several important factors. Does the head master or other teachers play bridge? Are there already students at the school that play bridge? Do they have a wish to put bridge in the schedule? Should we aim for the years 1-6 or 6-9 or even the gymnasium (year 10-12)? One thing we have learned is to avoid students younger than ten years. Usually, they do not yet have the hand size or motoric skills to handle thirteen cards at a time.

In the beginning, it is really about making a plan. When, where, what, and why? Answer these questions and you are ready to move on with a school project!