

Bridge News July 2025

1 message

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July 2025



To Keep Playing We Must Keep Teaching^(*)



www.bridgeforpleasure.co.uk

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Bridge Teaching - Feeling the Elephant

EBU Goals in 2025

How are clubs doing?

For clubs

Newsletter Item - Passed Board/Skipped Board

Put potential players in touch with Teachers

Cafe Bridge

For teachers

Thanks to everyone who gives feedback about the newsletter!

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NEWS

This newsletter launched in August 2020 during the pandemic to provide information and support for duplicate bridge clubs. Back editions on the web site.

CLUB DATA

Bridge club data is collated to provide a picture of life, and trends, in club life. Analysis, updated fortnightly. Taster below. Full analysis on the web site.

TEACHING SCHEME

A teaching scheme is available, entirely free of charge.

DISCUSSION

For almost four years we held monthly Zoom meetings to discuss anything of interest to clubs. Recordings on the web site.

WEB SITE (Hosted by BridgeWebs)

<http://www.bridgeforpleasure.co.uk>.

Please forward the letter to anyone in the bridge world who might be interested. Anyone can subscribe for free, no adverts.

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Bridge Teaching - Feeling the Elephant

Bridge is a fantastic way to support your logic skills, your social skills and mental health and enjoy yourself. As society becomes older, more isolated and more fragmented getting together becomes more important.

Where bridge is marketed well, taught expertly and run

sympathetically, many people find they love it.

Teaching is crucial to the survival of the game. The grass roots of the game are the duplicate bridge clubs.

WHAT DO WE KNOW ABOUT BRIDGE TEACHING IN ENGLAND?

I seem to remember a parable about four blind men surrounding an elephant, trying to work out what an elephant is like. One has his arms around a leg, and thinks that an elephant is like a tree. Another has hold of the trunk and is sure that an elephant is like a snake. A third has hold of a tusk, and knows that an elephant is a hard, curved, spear. Another has grasped the tail and reports that elephants are tasseled cords and very smelly.

What can we say about bridge teaching?

It's a big subject . It has attracted more contributions from others than ever before! Thank you all for taking the time.

I have written but it's been a struggle to keep reasonably short.

To break it up, I have interspersed the contributions from others.

WHO IS TEACHING?

Teaching is hard, highly skilled, highly challenging and very rewarding work. Bridge players who don't teach, think teachers are eccentric, possibly heroes, or possibly, mugs.

So who is teaching? and who are they teaching? Aylesbury has plenty of data. It has EBED Teacher's Association with apparently about 550 members. Aylesbury also has the EBU Teacher Directory. This week it seems to have 336 registered teachers. 83 of these do not have EBED ticked, so appear to be additional to EBEDTA's 550 members.

The two star teachers, Bernard Magee and Andrew Robson are not in the EBU teacher directory.

I have checked a random sample of teacher names from club sites against the EBU teacher, and 50% were on the directory, and 50%

were not. Out of 880 reviewed club web sites, only about 45% make any reference to teaching, and only about 40% actually teach themselves. 125 name a teacher. So probably 60 or so are not in the EBU Teacher Directory. Some may be EBEDTA members, but I would guess not more than half. So that's another 30.

That's 550+83+30 plus, I believe, another hundred to two hundred teaching in golf clubs, U3A groups, making a community of, say 800, teaching the game.

University of the Third Age

The u3a is a completely voluntary organisation facilitating the transfer of knowledge, skills and leisure pursuits between retired and semi-retired people at minimum cost with maximum accessibility.

Steve Carter is the subject adviser for bridge at the u3a. He has brought together members of u3a who play bridge and who can help teach it, to drive a programme bringing the pleasure of bridge to many members.

u3a members interested in learning the game, and with access to the internet, are initially invited to use the free, high quality, No Fear Bridge Minibridge website to learn the basics of the game. They can use a simple self certification process to ratify their understanding of this introduction to the game.

Steve and his supporters then welcome the minibridge graduates to join an online taught programme of full duplicate bridge lessons and practice. Steve is using the online RealBridge platform to reinforce the lessons.

The numbers are remarkable....

Cohort 1 - 22 students

Cohort 2 - 34 students

Cohort 3 - 22 students

Many of the graduates from the lessons are given a free introductory membership of Bridge Club Live where they can watch or play in social games. In the BCL Coaching Corner, every Monday, volunteer teachers are playing, discussing, and replaying the week's set hands.

The bridge knowledge gained by u3a members through this programme lets them join online or in person duplicate sessions run by u3a groups or non u3a sessions.

WHY?

Most teachers are volunteers or are paid what a bridge club, golf club or voluntary organisation can afford.. They teach to help recruit members for their clubs. They teach to contribute to the well being of members of their communities. They teach for their own satisfaction. As self starters, they are independent.

There are the teaching stars with national profiles. Bernard Magee and Andrew Robson run substantial companies providing online and face to face learning, possible also with a club, or online competitions cruises and holidays, They both have large loyal communities, and employ other teachers and bridge leaders.

There are other professional and semi professional teachers. Listening to the "Sorry Partner" podcast, many of their star player interviews reveal acting as a professional partner involves some coaching, and many offer other lessons or coaching.

A recent article in "English Bridge" from a professional teacher called on more charging for lessons and charging more for lessons. Clearly a professional teacher finds it difficult to compete with a free or subsidised offer.

However, many clubs use free lessons, or low cost lessons, to recruit members. In my opinion the vast majority of bridge teaching is done by volunteers, free or for a marginal cost payment.

Bridge can't afford to change that.



(*) I have borrowed this phrase from Sparks campaign, a fund raising and set of bridge teaching initiatives run by the ACBL.

WHERE?

Most teaching is taking place in shared community venues and run by face to face clubs. This includes a substantial proportion of non-affiliated clubs.

Teaching also takes place in the 70 or so venues dedicated to bridge, usually occupied by larger clubs.

However, many independent teachers use village halls, or their own homes.

Teaching in schools and universities has survived a bit of a low point in the last decade. But, in my opinion, new people with new motivation and opportunities, are facing a big challenge.

There are also a lot of online learning offers e.g.

- Learn Bridge Online

- Harold Schogger
- Larry Cohen
- 3 Counties
- and many more....

The star teachers are providing lessons, coaching, playing opportunities, online, on cruises, in hotels. The community learning and playing with them must be very substantial. There are other high profile online bridge schools, difficult to assess the volume, but they seem to be supporting a score, perhaps, of teachers.

The busiest dedicated bridge venues are well occupied. However, most, if not many, are used less than half the time.

Is there some way these spaces could be made available for more bridge teaching?

Perhaps by opening them up to independent teachers?

WHO IS LEARNING?

Attend one of the three or four Bridge Youth Camps, and you would think all students are young, very keen, and in training for national and international competition. So good to see all the teams represented at the World Championships in Italy.

There is some bridge in schools and a little in universities. I among others have been sad to see the universities steadily withdraw from the inter-county leagues

I suspect the majority of learners are attending lessons offered by face to face bridge clubs. I suggest they are typically female, older, already have at least one health concern, has other interests, occasional grand parent duty, but have every chance of enjoying bridge for quite a few years to come.

The star bridge teachers are offering some beginners lessons.

It is very difficult to assess how many learners are signing up for online lessons, and harder to know how many take up bridge as a result.

Aylesbury has a mechanism where you can identify a new EBU member as a student. Up to last year, the EBU constitution identified such students as "BFA Students", implying that they are learning with the EBU owned Bridge For All materials. This seemed to exclude students learning with teachers who used other materials.

More misleading is the "offer" of up to two years "free" membership of the EBU. This would have been a benefit in days before UM when individuals paid an annual subscription to the EBU. Since UM any club can register any new player as a EBU member for free.

There is a "Student" tick box. It is not clear what the effect is.

This will limit identification of new members as students. This area needs a review.

A better service would consider the benefits to students and to teachers and to Aylesbury to register students with Aylesbury as such. One possible benefit is better information on teaching activity.

Teaching bridge in a London Youth Club - by Rosie White & Sara Chiappara

Like many bridge clubs across the country, the Young Chelsea Bridge Club - currently housed in the splendid MindSports Centre in West London - is extremely keen to encourage more young people into the game and pass on the love for our wonderful sport to the younger generations. On this basis, Rosie and I decided to contact Nick Sazeides, the manager of local youth club The Sulgrave (<https://www.thesulgraveclub.org.uk/>) with the idea of teaching mini-bridge to their children and tutors so that the game may be included in their weekly activities.

Thanks to Nick's enthusiasm and support, we met an - equally enthusiastic! - group of primary school-aged children (approximately 15-20) and started our first mini-bridge session in May 2025. Many of the children had never played any card games but UNO, and so our first lesson aimed at introducing them to the concepts of suits, honours, rankings, and tricks. Most kids came back for the following sessions and kept showing a keen interest and an explosive enthusiasm. Thanks to the help of young YCBC member Bianca, we produced some visual aids and started introducing the concepts of trump suits and scoring. We are currently on our 5th session and things seem to be going well, with all children enjoying games in No Trumps and some alternating games in trumps and in NTs. With some more teaching to their tutors, we reckon mini-bridge could be played regularly at the Youth Club from next September. We also do hope to expand our sessions to other youth clubs and possibly set up some inter-club competitions in the near future. Fingers crossed!

A hand-drawn Bridge Scoring chart on a piece of paper. The title 'Bridge Scoring' is written at the top. The chart is divided into three columns: 'Level', 'NT' (No Trump), and 'NT'. The rows represent the bidding levels from 1 to 7. The scores are written in red and green ink. The chart is decorated with hand-drawn cards: a spade, a club, a heart, and a diamond.

Level	NT	NT
1	20	30
2	40	60
3	60	90
4	80	120
5	100	150
6	120	180
7	140	210

WHAT IS TAUGHT? USING WHAT RESOURCES?

Teachers choose their curriculum, materials, methods, venues, and pace according to the needs, capability, and access of their pupils AND of the teacher.

WHAT BIDDING SYSTEM?

Most professional teachers, in my experience, develop and use their own materials, and that means the system they choose to teach and the environment they are preparing students for. For example, if you are teaching young potential internationals you would almost certainly choose the "two over one" system and teach a knowledge of both the international laws, and a knowledge of international competition regulation. I've been told very authoritatively that young people all want to learn the "two over one" system. However, a typical school student who never heard of bridge, and doesn't come from a card playing family, is going to be happy with a more natural and easy to learn system, and is probably only going to be offered mini-bridge for quite a long time. If you are teaching players looking for a relaxed leisure pursuit, especially if their playing is likely to be in English duplicate clubs, or with companies providing holidays for English players then it is still reasonable to teach a system based on Acol.

Acol gets modified in various ways, usually making it more artificial and less natural. My own view is that it is vital to get learners playing as soon as possible and as confidently as possible. 80% of hands can be bid and played using 20% (or less) of what there is to learn.

TEACHING RESOURCES AND TOOLS

Displayed in the "Teaching Hub", **EBED** offers its teachers association members a large bank of teaching materials, generally branded "Bridge For All", (lesson plans, books for students, hands etc) and

some software. EBEDTA membership costs £45 a year at present. The books cost around £20 a copy, there are discounts.

I resigned from EBEDTA when it abruptly raised its annual fee from £25 to £45. I have recently rejoined to research this newsletter. Much of the material on the Teaching Hub is quaintly familiar.

Another amazing teaching and learning resource is "**No Fear Bridge**". This website contains lessons, quizzes, hands for practicing bidding and playing, and is developing all the time. No Fear Bridge generally teaches much the same Acol as EBED, but also has an area for five-card major players.

As a teacher you can set quizzes, notes, presentations and hands for bidding or playing as homework exercises, or, using a shared screen, as materials to use in online lessons. If you sign up as a teacher on No Fear Bridge, you can give students an extended free trial period, and a substantial discount on a first year's student membership. This is the same deal, available without EBEDTA, as EBEDTA offer.

Giving lessons online usually means a video conferencing service and a demonstration/practice playing platform. During lockdown I started with Skype, and am not surprised or sad it has now been withdrawn. These days I have a professional Zoom account, and for pure video conferencing, I think **Zoom** is the best. However **Microsoft Teams** is widely used, and there are bundles and offers for charities.

Playing/teaching platforms include RealBridge, BBO, SharkBridge, IntoBridge,....

Patrick Shields, EBU Board Director and Teacher has contributed this.

Here's a description of what I am currently up to – it feels sufficiently different from the "normal" that I would have to describe it as an experiment, and so far the participants are finding it very comfortable. My materials (all a bit first draft) are accessible from

<http://www.bridgewebs.com/gloucestershire/u3a-bb-lessons-index.pdf>

The audience I have is U3A older adults. Their target is to learn a new recreational pastime rather than to become stars in a mind sport. They like to feel they are improving (and they are). I feel the recreational pastime group is the backbone of most bridge clubs and we should not be fighting that.

The bidding course on which I am currently engaged is eight 2-hour sessions, of which the first hour is learning and what remains of the second hour after refreshments is shuffle and deal and see what happens.

Bridge For Pleasure Teaching Scheme

I have taught bridge for over twenty years. Initially class room based, but online during Covid, and now both mostly as suits demand.

I have developed an extensive library of teaching materials, and make them freely and easily available. My approach is to teach the simplest, most natural and easy to remember system (I call it "Pure Acol".) Lessons are intentionally limited in scope. I believe you can always add a point into a lesson if needed, but you put people off if there's too much. I like to work in conjunction with No Fear Bridge.

Do check them out and help yourself.

https://www.bridgewebs.com/cgi-bin/bwor/bw.cgi?club=bridgeforpleasure&pid=display_page11

From Richard Croot - EBED Chief Executive

Thank you for your email and for letting me know you are exploring bridge teaching.

I had a wonderfully productive and enjoyable morning a few weeks ago with Christine and Ian Bishop, who teach at the Oxford Bridge School, based at Oxford Bridge Club. They welcome between 60 and 90 students each year. Christine and Ian showed me how closely they follow EBED's course, making extensive use of the resources found in the Teacher's Notes. Impressively, Ian has created Arrow Cards for many of the hands, mostly drawn from the Teacher's Notes and supplemented by others, saving them a great deal of time by avoiding the need for a dealing machine. They teach up to eight tables at once, using barometer teaching so that everyone plays the same hand simultaneously.

There is a wealth of excellent material on the EBED Teaching Hub, over 1,800 hands, in the Teacher's Notes, Red and Green Books, the Hand Bank, and various other publications. Much of this content was originally developed thirty years ago and has evolved over time to reflect changes in bidding styles, such as the switch from strong twos to weak twos, and opening 1NT with a 5332 hand and a five-card major.

Each morning before breakfast, I spend time using Bridge Composer to prepare hands for our youth course. These hands are used at our camps and also form part of Sue Johnson's and EBED's cutting-edge youth learning platform: newtricksplay.org. I would be very grateful if you could take a look. At the camps, we teach our young players five-card majors, strong no trump, and 2-over-1. This lays the groundwork for those eager enough to progress to Alan Shillitoe's U16 squad system.

Each bidding module in the "Get Ahead" section includes:

- A video
- A quiz
- A set of six hands (all featuring the same bidding theme and one consistent play theme)

For example, Set Six covers responses to major suit openings with a fit. The accompanying play theme focuses on discarding losers before drawing trumps.

This is the gold standard I am aiming for:

- Six hands per bidding module, each set with a single defined play theme.
- A version of the hands rotated so that South is always the declarer—ideal for IntoBridge practice (we are in the process of testing these to make sure the robots bid exactly as expected). Bridge-training.com is also a good platform.
- Arrow Cards produced for each hand to allow teachers to save time duplicating boards, with the entire room playing the same hand simultaneously.

Once the junior course is complete, which should take only a couple more months, I plan to develop an adult version based on the same five-card majors hands. This course will be freely available on EBED's main new website, currently under construction.

Creating these hands with Bridge Composer has been a real pleasure. It is a tool that simply was not available to Sandra Landy thirty years ago.

After that, my next focus will be to refresh and expand the hands in the Teacher's Notes on the Hub, using the gold standard principles, including the addition of Arrow Cards.

I am thrilled that our team at EBED has been strengthened with new appointments: Rob Marshall and Miu Wong, both youth officers, who will also have a role in taking all of EBED's resources to the next level.

From Rosie White

Like many bridge clubs, in the past the Young Chelsea, London has struggled to bring new players from our teaching courses into the club duplicates we all love. With an average NGS of around 60% in our regular sessions, the gap between the experienced players and the beginners was too much for all but the most gifted students. We're also keen to encourage more young people into the game, to supplement our loyal but aging membership.

To help bridge the gap between new and experienced players, we decided to form a sister group, the Goldhawks. It runs bridge sessions and events for both the newer players and those who want a more relaxed, social game. This has proved very popular and the Goldhawks section is continuing to expand. Learners can participate in supervised play right from their first course of eight lessons, and during their subsequent courses. A supervised duplicate and a relaxed-pace Jack-high duplicate have also proved very popular.

Following lockdown we moved to a new home in the wonderful London MindSports Centre. This centre is also home to Hammersmith Chess Club, which experienced a surge of interest during lockdown and now has over 250 members. We noticed chess players tend to be younger on average than our current bridge players, so we were delighted when bridge teacher David Parry was able to arrange a bridge taster session for chess players and friends. This proved extremely successful and led to a boost in the Goldhawks membership as well as some new blood in the Young Chelsea teams league.

The Centre now has a booking for a Strategy Games Festival later this month, and we will be putting on minibridge coaching as part of that event. We have also been asked to run a bridge taster session at the Kingston Chess Club. The opportunity to collaborate with other games groups is proving a useful way to reach younger people who may not have heard about bridge yet, and whose love of games means they are exactly the people we want to reach.

LEARNER RECRUITMENT

Experience suggests that the biggest source of learners is current bridge players, especially members of a bridge club.

Awareness of card games in general, and bridge in particular, among younger people (under 50?) is now very low. Chess has managed to

rebuild a higher profile, and bridge ought to be able to follow suit.

Kingston Chess Club

Established 1875



Bridge for Beginners – Evening Taster

Held on 3 July 2025 at the Willoughby Arms

By John Foley

During our summer recess, the club is experimenting with various activities. It may seem sacrilege to bring another game into the hallowed playing room of Kingston Chess Club, but bridge and chess have a lot in common and many chess players play bridge, or could play bridge with a bit of help and encouragement. We advertised the event to members, to other local chess clubs and even grabbed a couple of people from the bar.

"Aylesbury", the composite that is the EBU Board, EBU Starr, the EBED Charity, its board of trustees and its staff, is certainly more lively, more upbeat and more active than for many many years.

This is truly good news.

In my opinion, this is down to a number of factors:

- new directors on the board. The loss of Abbey Smith is really bad, but David Guild brings a clarity and forthright style. There is still an expectation that board members put in a great deal of unpaid time, that isn't always realistic.
- the Faulkner bequest, a six figure sum, has freed EBED from years of financial constraint. They have recruited two new staff members. However they have also uncovered the huge amount of thinking, planning and work to be done.
- the EBU board set a goal of 5% increase in active members. The lead time on new active members is probably at least two years. The period for the increase started last January and is a year.

They are therefore half way and there is no direct communication of the plan or the progress. David Guild has warned that member numbers are at best static.

This may be an opportunity for exercising their new values, including openness and admitting to mistakes.

But, the EBU has recruited a member of staff for County and Development. My impression is that she is sensibly researching and processing the current situation and having to prioritise.

However, the EBU is tight for money and is considering a hike in UM to pay for it.

The new EBU County and Development Officer is focused on publicising taster days and beginner course starting this autumn. She's collecting information, and I look forward to seeing the bridge seeking public connecting with it.

However, the one thing Aylesbury can do as a central point is carry out a professional effective marketing campaign to raise the profile of bridge to the general public. It is really hard to see how the rest of us can do more than replace the inevitable loss of players over time, let alone increase the numbers of EBU affiliated active members.

It seems this won't be addressed for at least a year.

In my research I have taken the tour of the EBED teaching hub, attended a regional teachers get together and viewed the new Club Webinar. The issues that most of us know are being currently discussed. Work is being done. There's a lot more to do, and a lot of communication required.

There's still more of a flavour of "telling" rather than "selling". I was most sorry to see the advertised open discussion at the end of the club webinar being quickly shut down when a "meaty" discussion about a strategy for unaffiliated clubs began. I shall be very interested to see if it features in the published recording.

Another interesting exchange about the "English Bridge" magazine is the July Surrey County Newsletter. Do read it for yourself. There's a reference to it at the beginning, but then the correspondence is produced further into the document. It touches on vital issues. I have areas of agreement with both sides, and areas of dissent with both sides. It illustrates how much there is to talk about.

<http://www.bridgewebs.com/surrey/SCBA%20Newsletter%2057%20July%20%202025.pdf>

Please can the EBU get better at handling questions and debate, and allow more of it. I am fascinated that the most interesting I have read have been on BridgeWinners, which is not controlled by the EBU. Some time ago a "thread" that began about selection developed into a major debate about the role of the EBU. More recently there was a thread about the Green Master Points.

<https://bridgewinners.com/article/view/ebu-green-points/>

EBU goals in 2025

EBU goal 1: MEMBERSHIP The board has announced its own goal of increasing membership by 5%. This is 2,000 more on an unclear base.

There's no reported progress on this target. In the July Counties Chairs meeting, newly appointed EBU Board director, David Guild, warned of static membership.

EBU goal 2: PUBLIC AWARENESS The public awareness of bridge needs to be raised for bridge to survive.

An effective PR/marketing/communication strategy is needed. It must reach beyond current players and clubs to reach people who have never heard of the game.

Bridge needs a planned, high quality campaign.. Social media is getting more bridge content, but most of it will only be going to social bridge users who curate their feeds towards bridge. We need "pushed" items that reflect youth and enthusiasm, like "BridgeBabe". and "BridgePlusMore".

The new Counties and Development Officer has this as an objective for "Year 2".

The new Counties and Development Officer has this as an objective for "Year 2".

EBU goal 3: NEW LEARNERS When the general public's interest in bridge is raised, there needs to be a place to find out more and offer a first step. Steering learners to teachers, identifying and supporting active learners, and supporting teachers and recognising professional development. The EBU Teachers Directory seems to have become slightly harder to find. It does have 275 (was 325???) entries, providing you know to untick the "has vacancies" box. Otherwise you see about 274. This box relies on listed teachers keeping their vacancies status up to date. Given the difficulty of getting teachers to register at all, it seems rather hopeful to expect they will.

Total entries (if you untick "Has vacancies") seems now to be 336, a rise of about 12 in a couple of months. There's been a fourth round of scam emails.

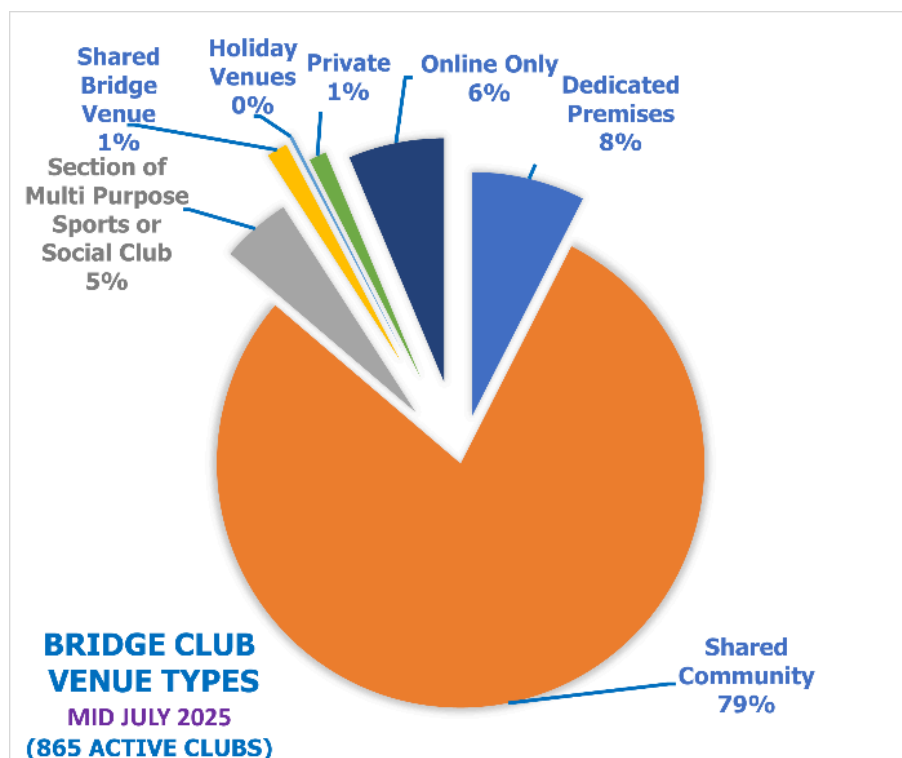
EBU goal 4: CLUB COSTS The EBU to manage its costs rather than let them grow and simply pass them on to the affiliated clubs.

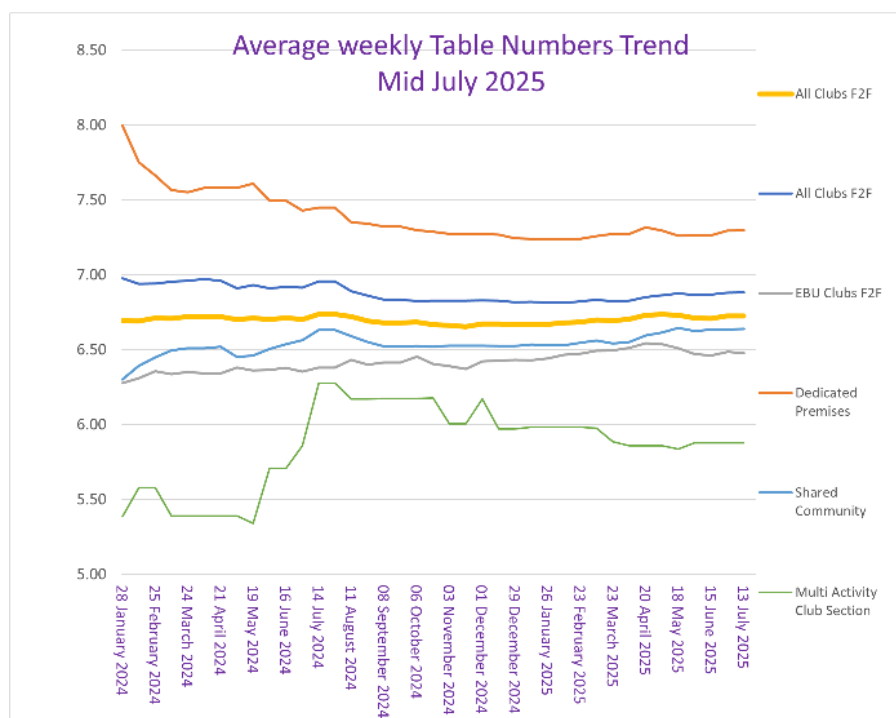
From Draft EBU Board Minutes June 6th 2025

"The 4-year Plan The Treasurer had prepared top level budgets for the next few years based on two distinct sets of assumptions around how the membership grows over the period. In both cases (optimistic and pessimistic) the budgets show a continued deficit which the Board agreed is not sustainable. It was suggested that we might need to consider a 2p increase in UMS (after below inflation increases for two years) and that if the investment in an MDO does not generate the growth intended then that investment will have to be reviewed. A number of workshops were proposed, to take place at the next Aylesbury Board meeting, to review income and expenditure."

EBU Board Commitments for 2025				
Our Mission				
To welcome, help and support all players on their own personal journey into and through the world of Bridge To promote the game of Bridge in England as an inclusive Mind Sport, working with and through our Bridge Clubs and County Associations				
Our Values				
We will build on our foundations and promote diversity and inclusivity of all players across all skill levels, ages and cultures	We will champion the importance of our Clubs and promote pathways for their success	We will commit to a professional approach as a Board and an openness and honesty when we get things wrong	We will do more to support our employed staff and the many volunteers who give their time for free	We will look for smarter ways of working
Plan of Action for 2025				
Our Members and Clubs <ul style="list-style-type: none"> Sustainability of our Clubs and growing our membership is paramount Our plan is to help our clubs grow our membership by 5% from 40,000 to 42,000 in 2025 Appoint a new Club/County Liaison Officer by March in 2025 to work directly with Counties and Clubs in an advisory and mentorship role Reach out and support non-affiliated Clubs 	Our Junior Members <ul style="list-style-type: none"> Aim to improve engagement with Junior members and encourage affiliation to local Clubs Roll out a Junior Council to include Squad Leaders and Squad representatives Support the aspirations of International players Encourage support for a Brand for Team England Match fund Universities initiative alongside EBED Assist EBED's work in promoting Bridge within Schools 	Our People - Staff <ul style="list-style-type: none"> Well-being and enjoyment of their role Look at smarter ways of working Provide a more stimulating working environment Our People - Volunteers <ul style="list-style-type: none"> Ensure we meet our commitments in terms of compliance and recognition of the time they give Review our Policies and appoint a co-ordinator Offer an annual thank-you 	Our Finance <ul style="list-style-type: none"> Make a plan to upgrade administrative and book-keeping systems so they are less paper dependent and to reduce input time We will provide a Draft budget for the year ahead at the AGM We will make sure the longer-term financial planning is aligned to our strategic goals When there is a financial surplus this will be invested back into agreed projects 	Our IT <ul style="list-style-type: none"> Expand the available resource within the IT team Complete a review of the EBU legacy systems by March 2025 and agree an IT Roadmap Implement robust and better integrated systems Improve usability of EBUScore for Clubs and members Our Policies <ul style="list-style-type: none"> Complete EDI Policy Complete Risk Register Complete Sustainability policy

How are clubs doing?





There's more information here, typically updated once a fortnight.

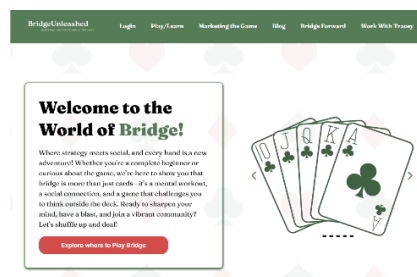
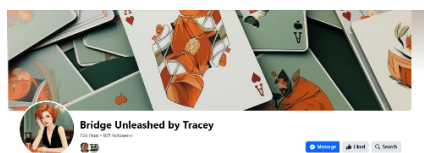
BFP Club Statistics Page

For Clubs

For help with marketing look up Bridge Unleashed by Tracy. Very active on Facebook, but also has a web site. Look up her explainer on Meta Data.

<https://bridgeunleashed.com/>

[Or on Facebook](#)



An offering for a club newsletter.

PASSED BOARD

It is very rare for a board to be passed out at all tables. It seems there is almost always someone who will take an optimistic "view" and open on a light hand. Sometimes opening on a weaker hand results in a good score, sometimes not.

So North must enter the contract as "Pass" on the scoring device. East or West should check and agree the score. The score will be zero for each side.

SKIPPED BOARD

The Tournament Director will decide if a board is not to be played and will make sure it's deleted correctly. There will be no "score".

It is the Tournament Director's decision whether to skip a board, or to award an adjusted score. Players should not be entering boards as skipped or not played.

BFP Club Newsletter Item Library

CLUBS - PLEASE GIVE A LINK OR CONTACT FOR POTENTIAL LEARNERS ON YOUR WEBSITE

Over 60% of club website home pages make NO reference to lessons or teaching.

Your club may not teach, or have any intention to teach, but you could put a referral to a local teacher on your home page. If there is no local option you could put a link to your county page, the EBU teacher directory, or to the information on learning on the Bridge For Pleasure website.

There are about 1,000 duplicate club websites, please make sure yours has information on how to learn bridge. If we all did that there would be 600 new sites on the net with information for potential learners. At no cost!

CAFE BRIDGE

Cafe Bridge is face to face to bridge organised in a town centre.

Cafe's or restaurants or pubs agree to take part and each provides a venue with tables and chairs, bidding and scoring equipment and with a set of boards. There are as many venues as there are rounds.

Players move from venue to venue, playing a round in each.

Typically they all meet up at the end of the day to discuss the play and the results.

This is a great way to enjoy bridge and to create a bit of a buzz.

Victor Lesk is a specialist:

<http://www.brianbridge.net/cafe>

For Teachers

Getting Learners Ready to join an existing class

The amazing No Fear Bridge service includes a free area where learners can follow lessons, quizzes and practice to learn minibridge.

Do you get queries from beginners just after the course has started?

Do you prefer learners to know basic card play and hand evaluation and contract selection before they join your course?

Do you wish to check the commitment of students before they join your class?

Point them to this site, offer to help with problems, ask them to self certificate.

<https://www.nofearbridge.co.uk/minibridge/>

New contributors

If you would like to contribute an item, please send it. Please make it no more than 200 words. Please make it positive, and supporting the goal of keeping grass roots bridge alive. That will keep elite bridge going.

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Your Feedback

You can provide likes, dislikes and comments on the content of the Bridge For Pleasure website by registering on it.

Click on this link to send an email to register:
bridgeforpleasure@gmail.com

To quote the wonderful "Sorry Partner", BE NICE, or we'll call the director.

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