Lesson 3 Teaching Guide

Learning Objectives

The Auction

- ✓ Purpose
    - o Determines the side that declarers the hand
    - o Determines the possible score
    - o Determines who is on lead

- ✓ The mechanics of an auction
    - o The increment (suit and level)
    - o When an auction is over

- ✓ The game bonus
    - o The value of each trick in each suit (try to be clear about the difference between high card points and the score achieved through the auction which is based on the suit bid)
    - o How high we need to bid to get the game bonus
    - o What happens when we don't make our contract

The No Trump Bidding Structure
- ✓ Points required by opener
- ✓ Shape required by opener
- ✓ The point requirements of the responder
- ✓ Game in no-trump

More No-Trump Hands To Play.

Vocabulary

- ✓ Auction
- ✓ Contract
- ✓ Game Bonus
- ✓ Book
- ✓ No Trump
- ✓ Flat Hand
- ✓ Opening Bidder
- ✓ Responder
- ✓ Sure Tricks
- ✓ Potential Tricks

Teaching Strategy:

Ask the students if they have ever gone to an auction and talk about the increments used to up the bidding: perhaps $1.00 or $10.00 or even as little as 20 cent increments.

Use the bidding box to show the increments in bridge bidding and go around the table having the students up the bidding. Make sure to have them have go to the 2 level before you stop the example. Ask them why the bidding box only goes to 7 when there are 13 tricks to be won and introduce them to the concept of "book."

Explain that the purpose of bidding is to maximize the score you can achieve and introduce them to 500 **Game Bonus. And that this is what drives the auction.** (Don't introduce vulnerability into the conversation at this time). Have the students figure out what the game bonus levels are for each suit where the majors are worth 30 per trick, the minors, 20 and no-trump is worth 40, then 30, 30.......

When students understand how high they need to bid to get to the bonus, ask them how many tricks that bonus level represents. Bid + Book. Get their opinion about which of these game contracts they would most like to be in. Relate the number of tricks needed to achieve the game bonus to the number of points needed on average to make tricks. 3NT requires 27 points to make. Explain why we often contract for 3NT with 26, even 25 points because of this 500 point bonus.

Finally, demonstrate the difference in score between 2 making 4 and 4 making 4 so that they understand you must be "**in it to win it**." (do not introduce the 50 pt partial bonus yet). Add that they will always get the score for the number of tricks they achieve if they make their contract so there is no need to bid higher once a game level contract is not achievable.

The No Trump Bidding Structure

1. Give out three decks of cards (have one pair work together to involve everyone around the table) and ask each person to make a hand that has 16 points and one of the three no trump shaped hands, 4,3,3,3 or 4,4,3,2 or 5,3,3,2. Assign a shape to each group.
2. Have the group describe what the hands have in common and introduce the concept of a flat hand – *No Singleton, No Void and only One Doubleton.*
3. Now return to the idea of maximizing their score by bidding game if possible and cement the number of tricks and points needed to achieve the game bonus.
4. Using the 26 high card point goal, illustrate that the opener has already contributed more than half of the points needed for their side to get to game and explain that it is now partner's turn to put what they know about your hand with their hand and together figure out what level they should be contracting for.
5. Turn to the responders' role in describing their hand.
   a. Ask them how many points they can have in their hand and know for certain there is not chance for game.

      i. Pass = 0-8 pts.

      b.   Ask them how many points they can have in their hand and know they have enough to go directly to game. They will probably say 11, but use this opportunity to reduce the point count to 10 and demonstrate that with 10 there are 2 out of 3 times when the partnership has game and that these odds are good enough to bid game.

          i.   3NT = 10+ pts (no real need to put an upper limit on the bid at this time)

      c.   Describe what bid is left, 2NT and ask them to tell you when the opening bidder would go on to game and when would they stop.

          i.   2NT = 9 pts.

Use the prepared Lesson 3 set of hands.

1. Have the students bid the first few hands together. This helps the students get to know and feel convertible with each other and lets those students having trouble with the bidding "learn" from the others in the group.

Homework:

➢ Read chapters 15 through 21
➢ Review notes
➢ Give out the "Say the Shape" sheet and have students deal out 25 hands to see what shape their hands take and how the suits are divided among the hands to illustrate the most common and least commons