

Address Line 1
Address Line 2
Phone Number
Email Address

Date

Name of Recipient

Title of Recipient

Name of School

Address of School Line 1

Address of School Line 2

Dear *Recipient*,

I have an interest in establishing a youth bridge program in [*City*] and I would love for [*Name of School*] to be involved.

I seek the school's support in running a one-week bridge course during [*Date*] with the following features:

- The entity running the course will be the [*Name of Venue*] which holds [*\$ xxx*] amount of public liability insurance.
- I will be the chief instructor and will supply a "working with children check".
- [I will be following a curriculum developed in the USA specifically designed for middle-school children with strong tie-ins to the National Standards for Mathematics from the National Council of Teachers of Mathematics.]
- I will be assisted by [*Name*] and some other members of the [*Name of Local Bridge Club*] when we progress to the "supervised play" phase of the course.
- Primarily aimed at students in years 7 to 9, but suitable for any interested in learning and could potentially include teachers as well.
- Class size limited to [*Number of*] students.
- 9:00am to 1:00pm each day from Monday to Friday with a targeted commencement date of [*Date of commencement*].
- Friday after lunch to be a "real" bridge session (BYO lunch that day).
- Each student will receive a CD with additional learning materials plus a book by leading Australian teacher and author, Paul Marston.
- The course is free of charge to the students as the Australian Bridge Federation will cover the cost of all materials, while my helpers from the [*Name of Local Bridge Club*] and I will be donating our time for free.

What I would like from [*Name of School*] is:

- Permission to advertise in the school newsletter, seeking expressions of interest from those students interested in learning bridge.
- Targeted identification of students in years 7 to 9 with potential bridge aptitude, i.e. those who have an interest in logic problems such as chess, Sudoku, jigsaws, crosswords or card games.
- Access to a room that can fit four card tables and has a whiteboard (most classrooms would be suitable).

What is Bridge?

Bridge is one of five “mind-sports” played at the World Mind Sports Games; the others are Chess, Draughts, Go and Xiang Qi (Chinese Chess). It is a card game played by four players using a standard deck of 52 playing cards. It is a partnerships game similar to 500, with partners sitting opposite each other around a table. The game consists of several hands (or deals), each consisting of two phases - the auction (also referred to as bidding) and the play of the hand.

Few games can match the lifetime of fascination and rewards which the game of bridge provides. It is played by millions of people all over the world - in private homes, in bridge clubs and at tournaments ranging from minor events to world championships. A more recent phenomenon is online bridge, where one can play with and against players from anywhere in the world at any time of the day.

Bridge is a game full of strategy and tactics. It’s part science, part maths, part logic, part reason. Bridge embodies cooperation, logic and problem-solving and has been linked to higher academic achievement in children. Being a partnership game, trust and communication are essential attributes of successful bridge players.

Although bridge is a complex and challenging game, the actual rules and mechanics are quite simple. It is the endless combinations of card permutations that guarantee lifelong learning opportunities, as players are constantly confronted with new situations that resolve in the span of a few minutes or seconds. Even bridge experts marvel about the ongoing lessons the game teaches them; that’s part of its intrigue.

How is Tournament Bridge Played and Organised?

Tournament bridge is played so that each deal is played by all competing pairs. This simple procedure eliminates the luck associated with being dealt good cards. Your score at the table is compared to all the other scores for that deal and it is these relative scores that are used to rank the pairs. It’s how well you exploit resources that were bequeathed to you that serves as the criterion as to whether you end up as a winner or a loser.

The [insert name of local club] is an affiliated member club of the NSW Bridge Association (nswba.com.au). The NSWBA and the other state and territory associations are, in turn, members of the Australian Bridge Federation (abf.com.au). All these organisations run tournaments at the appropriate level.

Educational Value of Bridge

Bridge is of strong educational value, addressing a range of mathematical and critical thinking competencies including:

Mathematics	How does Bridge meet the Standards?
Numbers and Operations and mental arithmetic	Counting hand points and opponent points; length points, distribution points, quick tricks; winners and losers.
Algebra	Spatial reasoning and visualisation of what's in partner's and opponents' hands.
Data Analysis and Probability	Probability of certain plays leading to success. Analysis of scoring across the field.
Problem Solving	Students solve problems in the play, bidding and defense of the hand. Many of these need to be re-evaluated during the course of a deal as new information comes to light.
Reasoning and Proof	Planning the play of the hand at the first trick and using the proof as whether there is success or not.
Communication	Communication with partner during the bidding via the bids made. Communication with partner during the play, by the use of defensive signals with the cards at your disposal.
Representation	Bridge hands can be communicated on paper and online using a universally-accepted set of symbols.
Critical Thinking	How does Bridge meet the Standards?
Clarity	Clarity of thought is essential in the play of the cards and in foreseeing possible problems.
Accuracy	A player is rewarded for good thought processes. If a selected line of play does not succeed, those thought processes can be critically assessed at a later time.
Precision	Bridge players are faced with the complexities of bidding and ensuring that their partners have the most precise information that they are able to give them about their hand.
Relevance	Players are constantly analysing information gleaned from the bidding and play to solve the problems at hand. Assessing which information is relevant is essential to success.
Depth	Questions cause players to think more carefully and analyse the problem down to its roots.
Breadth	Bridge play problems can sometimes be solved in different ways and each way can be tested.
Logic	Bridge constantly forces players to re-evaluate their assessments of the play, bidding and defense of a hand.

Targeted Outcomes

At the conclusion of the course it is my hope that a core group of 8 to 12 students will continue to play bridge and will form a student-led bridge club at the school which may meet once or twice per week to play a few hands at lunchtime, but may also progress to playing at the local bridge club in *[Name of City]* which has a weekly game at *[Venue and Time]*.

About Me

[Insert short paragraph about the bridge credentials of the teacher and anything else that you feel is relevant.]

I look forward to your favourable consideration of this proposal. If you have any queries in relation to the foregoing, please do not hesitate to contact me.

Yours sincerely
Insert Signature
Insert Name