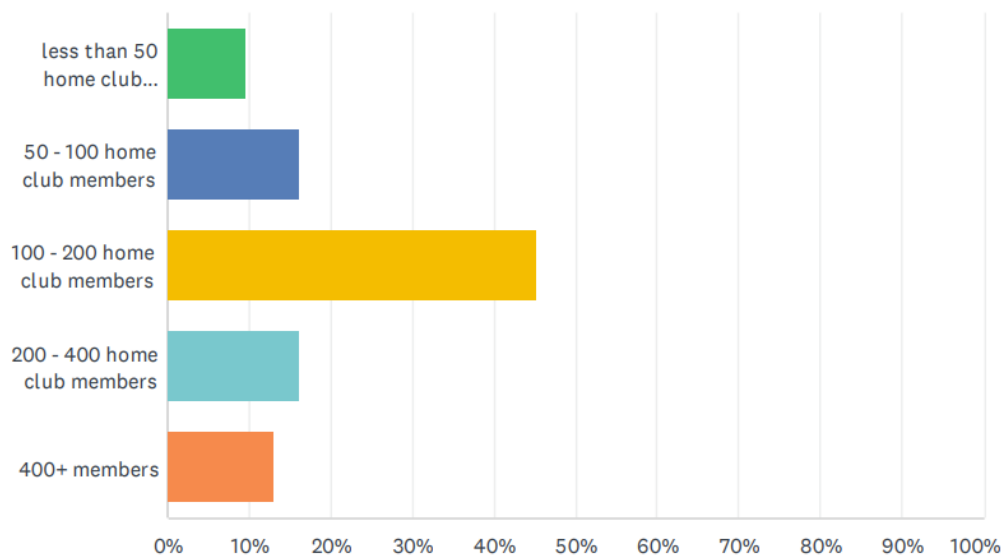


T&L Survey topline results October 2023

34 clubs responded to date

Q2 How many members does your club have?

Answered: 31 Skipped: 1



84% of responding clubs take a lesson intake once a year,

10% twice a year

6% more than twice a year.

Unsurprisingly the larger clubs more likely to undertake multiple sets of lessons although Waitemata club (with 50 – 100 members) takes lessons twice a year.



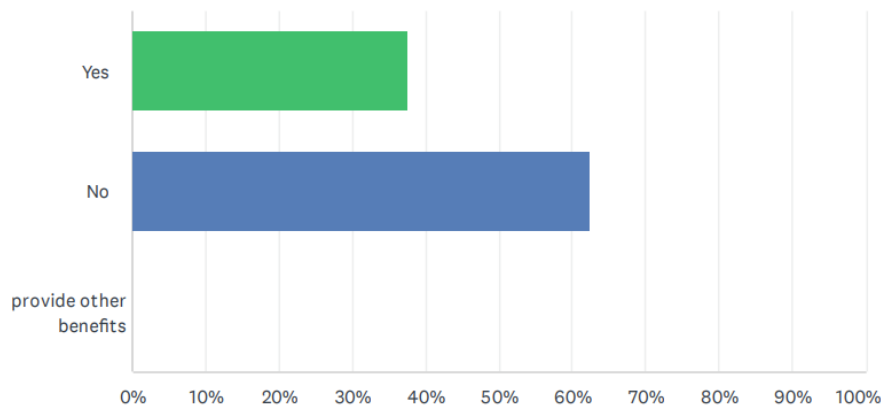
How much do you charge for lessons?

ANSWER CHOICES	RESPONSES	
free or donation	9.38%	3
0 - \$50	37.50%	12
\$51 - \$100	46.88%	15
\$101 - \$200	6.25%	2
\$200+	0.00%	0
TOTAL		32

Most of the clubs charge something for lessons albeit 10% offer lessons for free. Some charged \$20 to cover admin but for most clubs their charge included membership, ongoing supervised play and all the lesson material.

Q5 Do you reimburse your teachers to undertake lessons?

Answered: 32 Skipped: 0



37% of teachers' were happy to give their time for no reimbursement to run lessons. Some received gifts, or vouchers and others were paid on an hourly basis or per session. One respondent said they were paid \$1500 and a second teacher/assistant \$500. It was also mentioned about the ability to access community grants to cover the cost of the teacher.



When do you hold lessons?

ANSWER CHOICES	RESPONSES
day time weekday lessons only	6.25%
night time weekday lessons only	68.75%
a mix of day and night weekdays	25.00%
weekend lessons	15.63%
f2f only	25.00%
online only	0.00%
a mix of f2f and online lessons	0.00%
Total Respondents: 32	

No club mentioned using online as a tool for learning. Evening week day lessons were most popular, while a quarter of clubs provided the option to do night and day lessons. Only 2 clubs taught day lessons only.

Use of the NZ Bridge lesson resources.

	DON'T USE THEM/REFER TO THEM	Provide but don't REFER TO THEM	USE THEM BUT MAKE LOTS OF MY OWN CHANGES	USE THEM AS PROVIDED BY NZ BRIDGE	COULDN'T DO MY LESSONS WITHOUT THIS	WEIGHTED AVERAGE
NZ Bridge Beginner Power points	23.33%	13.33%	20.0%	20.0%	23.33%	3.07



NZ Bridge Student Lesson notes	6.45%	6.45%	3.23%	51.61%	32.26%	3.97
Teacher Lesson notes	30.0%	0%	20.0%	40.0%	10.0%	3
Quizzes	16.67%	20.0%	3.33%	40.0%	20.0%	3.27
Practice hands and dealer files	3.23%	0%	0%	38.71%	58.06%	4.48
Jane's videos	30.0%	36.67%	0%	16.67%	6.67%	2.26

The practice hands and dealer files were the most useful resource for teachers with 96% saying they use them/couldn't do lessons without them.

Next most useful were considered the student notes and quizzes.

When asked what other resources (besides the NZ Bridge lesson material) is used by clubs; the answers included Paul Marston, Ron Klinger, House of Cards, Tina's youtube videos, teachers' own notes & whiteboard!

When asked for improvements/suggestions to the lesson material – below is a verbatim list of comments:

- Should add Stayman for beginners
- Most find them easy to follow. Think Stayman should be included with the no trump lessons.
- Review and improved deals/hands for lessons. Make it SIMPLE for beginners. eg. $19 + 6 = 25$ - so don't have 18/19 as the spread so teachers don't have to explain well the odds are partner may have 19, and 24 points makes game half the time ... etc etc. Do what is logical for beginners and at a low level they can understand.
- I teach lessons 1 and 2. Then spend two weeks doing Lessons 3 and 4, then two weeks on lessons 5 and 6, two weeks on 7 and 8, then 9 and 10 separately. Then repeat 1NT lesson plus do Stayman.



- provide on line practice ??
- Make minor changes only to Powerpoints. Use students notes but add some additional notes. Review videos.
- Think the Stayman convention should be included in the Learners' lessons
- There is too much detail in the lessons, some of the material is too advanced. I feel there needs to be less information that is easier to learn. By the end of 10 lessons most learners are confused by the amount of information they are being given each night.
- I would like to see Stayman added to the 1NT lesson. As it is not included in the Beginners lessons, I add it in as an extra lesson at the end.
- The materials all need to be hugely simplified, it's currently way too much detail for beginners to soak up at the start... e.g. Jane's videos are far too long, the number of power point slides need cutting in half, and many of the booklet notes/quizzes are confusing to students eg. bidding beyond the barrier should not be taught in the beginner lessons.
- Some minor errors in the bridge lessons
- Somme fancier examples that are staged on the PowerPoint so the learners can discuss step by step. Eg when playing a hand
- lessen the content in the current Power Points
- Would like two sets of deals so we have some different hands to practice with.
- Thought the bags and lesson booklets were really good
- NB: I am on the NZ Bridge Teaching & learning Committee, so conflict of interest here!
- I thought material excellent but maybe some progressively harder hands for a few "bring it all together" sessions at the end, in other words a bit random but not totally random. Hope that makes sense!
- The hands used as examples are not always appropriate but in the main well seasoned. Some of the material is at odds with the student notes but not much. Some formatting changes need to be fixed as some of the newer slides have overlaps.
- It was great having the notes printed in a booklet- students appreciated this
- Format is fine. Add Stayman and Transfers. Change the continuations to Weak Twos (simple raise should be weak, 2NT with strong hand).
- Absolutely need an online practice place like what sky bridge used to offer. Suggestions for explaining the same thing in different ways
- Absolutely should teach Stayman. NT bidding is the first thing we have to UN-teach once they are finished the lessons.
- Just upgrading and adding to your resources as you need to or when you can, what you have there is excellent.



How do you structure the lessons?

ANSWER CHOICES	RESPONSES
Teach 1NT first	44.44%
Teach suits first	59.26%
extra supervised play sessions	77.78%
extra mini-bridge sessions	11.11%
teach stayman	55.56%
remove some lessons	11.11%
add extra sessions	33.33%
Total Respondents: 27	

If you added/removed sessions or made other changes - please advise what these were:

- Simple Stayman included. Repeated Lessons 3, 4, 6, 7 & 8
- An optional extra session where they repeated the hands from that week.
- I added 4 extra supervised play sessions.
- Combined introductory lesson with 1 NT and missed out minibridge. 10th lesson was Stayman and then the club held an extra session. A number of club members were invited to the graduation ..NZ Bridge website fun certificates were presented. Students were put in mentor groups and scoring tablets were taught.
- After the theory sessions have two sessions were the trainees partner club players.
- Repeated lessons, 4,6,8 & 10, introduced Stayman
- Remove above the barrier, I feel this is too advanced. Gerber is also taught and preferred to Blackwood.
- I added Stayman as an extra lesson, teaching 11 lessons in total.
- We combine Lessons 2/3 as 1-Level Suit Openings is too light but some other lessons are too much. We also teach the Overcalls lesson earlier in the course & combine it with Takeout Doubles lesson. We teach 1NT later as it's an exception to usual bidding & people get confused about different rules.
- Stayman
- Openers rebids. Lesson too complex
- Add session on stayman after a few weeks of play for those coping well and session on leads and discards then too.
- Need to teach stayman and 4c asking but need to decide what lessons to remove
- Teach Gerber, not Blackwood
- INT first as the concept of trumps a bit hard for some. Stayman as nearly everyone plays it so they might as well learn it from the beginning. I would say same for transfers too (can add these as an extra lesson after they have done suits). More supervised play, as above - a bit but not totally random
- I have a summary lesson after lesson 4 as beginners are usually overwhelmed at this point. I have provided this to NZB in the past.



- Redo the session again that week
- Our primary tutor chose Suit first, but I would choose 1NT first. Extra supervised play is very beneficial if clubs have the capacity to do this. Some Lessons seems to have more complexity than others and require more teaching time. Lengthening the course to give availability of recapping and consolidating is an option.
- Took 2 sessions for 5 - added in revision sessions
- Lots - our course was 20 weeks. I split the intro lesson into two - one an intro, nature of game, play of a hand, the second on auctions, HCP, game vs part-scores. NT and Suit follow-ups to 1NT opening bid are separate lessons. Two weeks on "Other auctions", ie where a suit fit isn't quickly found. A catch-up review lesson halfway through. Goal is to never talk more than 30 minutes per lesson (which I fail a bit but it's still the goal...) A lesson devoted to defence. And one on Stayman/Transfers.
- I would like to teach stayman but realistically the lessons would be too long and it is hard fitting everything in as it is. I would prefer more mini bridge at the beginning

Student Pack mail-out

ANSWER CHOICES	RESPONSES
Very useful	75.00%
Good but I would make changes	7.14%
Not useful	0.00%
didnt receive/request any	17.86%
TOTAL	

Verbatim comments about the bags

- Don't need the packs. Just the booklets
- Stayman lesson
- No
- Excellent. Again - keeping it simple and logical. Don't stretch the hands to just scraping 5D - we want the beginners to succeed so they feel good.
- No.
- I would add Gerber Ace asking as well 4NT ace asking for the last sessions. And negative doubles.
- The notes could be simplified.
- No they are very useful
- Maybe simplify the quiz layouts. Some of the older students struggled with these.
- To receive the coloured printed lessons was fantastic and such a nice surprise to receive with the extras in each of the bags.
- Could you please have a blank page where I can add my contact details and club details, and list lesson dates and topics covered. It would also be good if the questions and answers were not on opposite pages.



- Refer to my comments above about simplifying the material eg. removing bidding beyond the barrier. Several students have also pointed out some errors/confusions with quiz answers.
- Minor editorial changes , otherwise fine
- Worked really well.
- Review the lessons and make them slimmer
- No it was great
- Maybe notes about on Stayman and 4c asking
- Include hand records for self-analysis
- Wasn't aware of packs - I downloaded everything from NZBridge website
- It is hard to summarise all the key points on to one page so on the whole this was well done. I get my students to add their own notes
- They are great
- Material was great and well received. Students loved the hands displayed on the videos, very easy to relate to.
- Space to make notrs
- Change the notes per above (Stayman, weak twos).
- I don't know anything about this
- NA
- I would definitely get them, I found out about them too late but heard they were excellent

How much would you be prepared to pay for them next year?

ANSWER CHOICES	RESPONSES
Yes - would consider paying \$10 per booklet	34.62%
No	0.00%
Prefer to purchase other resources (for eg House of Cards/Paul Marston resources)	3.85%
Happy to print my own if provided electronically	30.77%
Other amount (please specify)	30.77%
TOTAL	

When asked what system is preferred system to teach to learners. 93% said ACOL and the remaining respondents had no preference.



Support of online lessons and improver lessons

	STRONGLY AGAINST	AGAINST	NEUTRAL	SUPPORT	STRONGLY SUPPORT	TOTAL	WEIGHTED AVERAGE
online supervised	6.90% 2	17.24% 5	27.59% 8	24.14% 7	24.14% 7	29	3.41
Early beginner lessons	6.90% 2	20.69% 6	37.93% 11	24.14% 7	10.34% 3	29	3.10
Later beginner lessons	3.45% 1	20.69% 6	27.59% 8	37.93% 11	10.34% 3	29	3.31
'virtual' club	10.34% 3	27.59% 8	37.93% 11	13.79% 4	10.34% 3	29	2.86
online intermediate/ improver sessions	0% 0	13.79% 4	20.69% 6	37.93% 11	27.59% 8	29	3.79

There was most support for online improver sessions and online supervised play.

Comments surrounding the online opportunities

- Would people have to play twice to get club lessons and online lessons on a different day?
- The club would want the players to be referred to the club and the club notified who the players are so contact with them could be made.
- Students have differing ways of learning, some by reading the printed word, some by listening to the spoken word, some by watching a demonstration and all generally by doing (playing the cards).
- Club booklets are put together Oct/Nov and published Nov/Dec. NZB need to announce before 31 October each year when their online offerings will be available. We need to work together to combine our efforts - not compete.
- Good to have additional support, but shouldn't be necessary for people to advance in their learning. Complementary to lessons, not replacing.
- The trust that develops between student and teacher is very important. It's much more difficult to foster that on line. The handbook talks about the huge role of the club in keeping the new players once lessons are finished and that is more difficult if the club haven't been involved in the learning process.
- Have not considered using online sessions
- I personally have not used any online bridge platforms.
- An important part of bridge is meeting people and friends. Doesn't happen the same on line
- Online needs to be supported with opportunities for FtF sessions
- Support in general but we need to be careful we do not harm already struggling clubs with what we offer.
- I think newbies need face to face lessons where they can ask lots of questions and the teachers can encourage them. We bring our newbies in at supper time to meet everyone



- Success very dependent on skill of the teacher(s). May need more hands-on help than face-to-face. Permits playing one hand at a time across all tables.
- I think the supervised online sessions are going to be extremely important for smaller clubs. I will be discussing my thoughts at the conference.
- A way to attract a wider range of players eg young people, those who work
- Without having seen how lessons work, I'd be concerned that students have no social interaction, no chance to develop partnerships for instance. Not actually holding cards and understanding the "rhythm" of a hand is a big deal if they want to play at a club. In large numbers do you get any questions or chance to see when something isn't registering with the class?
- An online platform where students can practice weekly lessons as they go along , for play and bidding, would be amazing
- The BIGGEST attraction for new bridge players is and always has been the close social contact.
- As a club we want to encourage face to face bridge, socialising is important to our demographic; we find those using online platforms to learn has led to more social players who do not come to the club. Also some locals who learnt online came to our lessons as they said they didn't really enjoy or understand the online process.

Major issues or concerns from clubs:

- Would like to gain extra ideas for marketing and recruiting new members
- The majority of people coming to take lessons are for the purpose of social play, not club play.
- Commitment to learning, doing homework, consistent attendance to classes. Reducing the nervousness when beginning play in the Club. Reducing comments from existing members (whether well intentioned or not.) Allow the learners to practise what they have learnt and only give an opinion if asked.
- Insufficient members with right skills and time to take much needed supervised sessions. An online option would be welcomed. Lack of social media skills, would welcome support with facebook advertising on local community groups (as opposed to paid sponsored advertising)
- Some people don't realise how hard bridge is to learn, and how much work is needed to do well. Another deterrent for some people is advice/criticism from other play who think they know better.from others
- Still the same as previous years. To complicated!!! CLub nights to late for new players that are still working etc etc. We are a small village always hard to compete with many other activities on offer.
- Our most successful recruiting is word of mouth. We get a few responses to our advertising but the majority come through a connection with our current membership
- Getting people to the courses. Retaining students at the end of the training. We have appointed a training manager who focuses on marketing and retention, allowing the teacher to concentrate on the training. This has proved very successful
- Advertising the lessons - some years we have a good response and other years we don't. Some of those whom I have taught have indicated from the beginning that they wish to learn to play socially with friends. My hope is that in time, they will return to play at the club.



- Lesson 4 and 5 are very hard and lots of students struggle with the amount of information
- We need buy-in and tolerance from all club members to support new players. Some are annoyed at perhaps slow play for a couple of months but they need to get over it for the sake of the club
- Perception that bridge is for older players Content of current NZB lessons too wordy need support for marketing
- 1.same person doing lessons every year doesn't leave much time to improve own bridge and playing with learners to support them. 2. The attitude of some senior players to learners when they come to the club.
- Making contact with the desirable (45-60) age group
- Induction into more regular play
- Confidence of beginners to enter club play and play regularly. We have great lesson attendance, great supervised play attendance ,great support, had them lined up with hand picked partners for 3 weeks but only a few are playing really regularly - am sure it is confidence . Also easier for couples or friends rather than the ones that come on their own
- Our current programme is delivering results and I will talk to this topic at the conference.
- As they are new to the club finding partners can be difficult
- Small town, small club. Aging club members.
- Getting lesson helpers to assist is challenging. The time it takes to grasp the game deters those with jobs and families
- No clear idea, and limited budget, on how to promote bridge to the public and large. And even if we could get large numbers interested, limited numbers can be accommodated at the club - only one teacher and I can only really do one session per week. Very old-school teaching methods - whiteboards. Clubs lack resources to provide eg electronic visual aids. Main issue is retaining folk when they start playing - need multiple options really for competitive and non-competitive play, but there aren't the numbers at the club to offer those options.
- The difficulty students have in learning and retaining the material and low confidence. The teaching program p/course only works for some people. A longer but smaller bite course may work for some people. The class camaraderie is very important
- I follow up all students who don't join the club and often get them to re-enrol in a later course if they are still not confident. I also have a "news letter" type email I send out 4 or 5 times a year to past students and others who request it. Covers many topics and giving examples. Currently going out to over 200 past students and others.
- Basically a relatively small population nearby! We make a huge effort every year to encourage beginners and get a good number; of these some find it is not what they expected or can manage, but at least they tried.



Finally – any ideas/suggestions for the conference in November:

- The agenda looks great
- How do you get the people taking the lessons to come to the club rather than learn for social play.
- Strategies for recruiting and retaining new members, particularly younger members who are the future of the Clubs.
- Not attending.
- NT rebids (for NZB lessons) are not what is standard in our club. Also NT rebids when responder has bid at 2 level (for NZB lessons) is different from what is standard in our club
- Timing of training. This year we tried running two sessions per week, on Thursday evenings and Saturday afternoon. This seems to suit both 'daytime' people and working people and has been successful.
- Review and changing the teaching material
- The possibility of making more videos to cover the improver and intermediate lessons. Also the development of powerpoints for intermediate lessons
- Some hints on how I can help my students
- It is hard to retain people that have been through the lessons. Club members have to be willing to mentor new learners and even play with them
- How to construct a lesson with less talk from the teacher!
- How to deal with the rude senior players as we only have one session.
- NB - I am already involved in this!
- The above - how long to keep holding their hands - meant in the best possible way - at some stage they need to take their own responsibility for finding partners, and just playing. Giving it a miss one week, becomes two becomes three and then the momentum has gone
- I would like to see a panel discussion session or two on the biggest challenges facing the smaller and larger clubs. I plan my session to traverse my thoughts given my experience teaching bridge.
- More marketing material (something generic which all clubs could use or adapt) to attract potential new members. Perhaps some National marketing rather than Regional. We could all benefit from "Bridge" getting more exposure in the media and on social media.
- How to improve club session experience for newbies
- The existing agenda looked ok.
- Implementing online backup for lessons. Changing course length, having more mini bridge, more play of the hand teaching.
- We just want to see what others are doing, being a small club in a small area we know what suits us but any extra ideas are worth investigating.

