



Teacher's Handbook

A classroom guide for introducing Petit Bridge
through cooperative learning

Erasmus+

Enriching lives, opening minds.

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I. The PBAS Pedagogical Approach

1. Why Bridge at School?

Bridge is a strategic card game that combines logical reasoning, cooperation and decision-making. In its simplified educational version, Petit Bridge, the game becomes an accessible teaching tool that allows pupils to engage in structured and stimulating learning situations.

The game is based on simple rules but quickly introduces strategic thinking. Pupils learn to observe, anticipate and think before playing. They also discover the importance of cooperation, as each decision influences the outcome for the team.

Unlike many traditional classroom activities, Petit Bridge offers a learning environment in which pupils experiment, test ideas and progressively learn from their mistakes. The game encourages active engagement and creates a motivating atmosphere where challenge and enjoyment naturally support learning.

Classroom implementations carried out in several countries as part of the Petit Bridge at School project have shown that the activity can support pupil engagement, encourage positive social interaction and contribute to the development of cognitive skills such as planning, memory and attention.

Petit Bridge therefore becomes a cross-curricular educational tool that supports both cognitive development and essential social skills within the classroom.

2. Learning through Petit Bridge

The PBAS program is based on the idea that learning can be strengthened when it takes place within meaningful and cooperative activities. Petit Bridge creates an environment that encourages experimentation and reflection.

During the sessions, pupils develop several key skills.

Logical and strategic reasoning

To succeed, pupils must analyse visible and hidden cards, anticipate the actions of other players and choose the most effective strategy. This process mobilizes reasoning and planning skills.

Attention and memory

Pupils must follow the cards that have been played, remember the information they observe and adapt their strategy accordingly. The game therefore activates sustained attention and working memory.

Cooperation and communication

Petit Bridge is a team game. Pupils learn to cooperate with their partner, observe their partner's choices and make decisions that benefit the team.

Decision-making

Each card played represents a decision. Pupils compare different options, anticipate their consequences and accept that some decisions can be improved in the following tricks.

This combination of cognitive and social activities makes Petit Bridge a particularly rich educational tool, capable of supporting multiple forms of learning within a playful and motivating environment.

3. The PBAS Pedagogical Model

The Petit Bridge at School program is based on a simple and progressive teaching model that combines play, reflection and discussion.

Each session follows three complementary stages.

Play

Pupils play Petit Bridge deals in small groups. This phase allows them to discover the rules and experiment with different strategies.

Observe and think

During or after play, pupils analyse specific situations: which team won the trick? which card was the best to play? what strategy could have been different?

These moments help pupils progressively understand the mechanics of the game.

Discuss and share

Pupils are encouraged to explain their decisions and listen to the ideas of others. These discussions support reasoning and help reinforce learning.

Through this alternation between action and reflection, pupils gradually build their understanding of the game while developing analytical and cooperative skills.

The program introduces rules progressively and allows strategies to emerge naturally through play.

The objective is not to train expert players immediately, but to provide pupils with a stimulating learning experience in which the game becomes a vehicle for cognitive, social and strategic development.

II. Quick Start Guide for Teachers

1. Before you begin

The Petit Bridge at School (PBAS) program is designed to be easy to implement in the classroom. Sessions require minimal equipment and do not require prior knowledge of Petit Bridge.

Each session is based on simple rules and a progressive structure that allows pupils to discover the game while developing observation, reasoning and cooperation skills.

The teacher's role mainly consists of:

- explaining the essential rules,
- organising groups,
- supporting pupils during their first games,
- encouraging discussion about strategies.

The objective is not to correct every mistake immediately, but to allow pupils to learn progressively through experience and play.

2. Required materials

To run the program in a classroom, the following materials are recommended:

- one Petit Bridge deck (Arrow Deck) for every four pupils;
- a table or playing space for each group of four pupils;
- a board or screen to present example situations;
- score sheets for tournament sessions.

The cards are designed to facilitate learning: colours and numbers help pupils easily identify the cards and quickly understand the rules of the game.

Petit Bridge is based on a specific feature of bridge known as “comparison play”. All tables play the same deal under identical conditions (same cards, same positions). Results therefore depend not on chance, but on the decisions made by the pupils. Each pair then compares its score with other pairs sitting in the same position (North/South or East/West).

This approach places emphasis on reasoning, strategy and the quality of decision-making, while also encouraging discussion and collective analysis in the classroom. The practical use of identical deals through the **arrow deck** will be introduced in a dedicated session (session 3).

3. Classroom organisation

The simplest organisation is to divide the class into groups of four pupils.

Each pupil occupies one position around the table: North, South, East, West

Players sitting opposite each other form a team:

- North and South play together

- East and West play together.

It is recommended to rotate positions so that pupils can experience different roles in the game.

At the teacher's discretion, teams may:

- either change from one session to another to encourage interaction between pupils;
- or remain fixed for several sessions so that pupils can develop stronger partnerships and cooperation with their partner.

This flexibility allows teachers to adapt the organisation to their pedagogical objectives and to the dynamics of the class.

4. Essential rules to start playing

To begin playing, pupils need to understand a few simple rules:

1. Players take turns playing cards in clockwise order.
2. The first card played determines the lead suit.
3. Other players must follow the lead suit if possible.
4. The highest card in the lead suit wins the trick.
5. If a player does not have a card in the lead suit, they may discard a card from another suit. In that case, the card cannot win the trick.
6. The team that wins the trick scores one point.

These rules are sufficient to start playing and allow pupils to progressively discover the strategies of the game.

5. A typical session

A PBAS session usually lasts about 45 minutes and follows four main stages.

Warm-up (5 minutes)

Each session begins with a short activity designed to focus pupils' attention and reactivate knowledge from previous sessions.

These activities may consist of short situations to analyse, for example:

- Who wins the trick?
- Which card should be played?

These exercises help pupils recall the rules of the game and gradually introduce strategic thinking.

These activities can also become classroom routines. Teachers may regularly present new situations outside the main playing sessions, for example:

- as a daily classroom ritual,
- during independent learning activities,

- or within a structured work plan.

These short moments reinforce pupils' understanding while maintaining their interest and engagement with the game.

Discovery or strategy (10 minutes)

The teacher introduces a new element of the game:

- a rule,
- a strategy,
- or a situation to analyse.

This phase is often conducted collectively using the board.

Play (25 minutes)

Pupils play one or more deals in small groups.

During this phase, the teacher circulates around the room to:

- check that rules are followed,
- answer questions,
- observe pupils' strategies.

The goal is to allow pupils to play as much as possible so they can gain experience.

Reflection and discussion (5 minutes)

The session ends with a short discussion:

- which strategies worked well?
- what difficulties appeared?

These exchanges help pupils become aware of their reasoning and gradually improve their understanding of the game.

6. Tips for smooth implementation

To ensure that sessions run smoothly, a few simple principles can help:

- introduce rules progressively;
- prioritise playing time;
- encourage pupils to observe the cards that have been played;
- emphasise teamwork.

It is also helpful to establish simple routines (dealing cards, counting tricks, rotating positions) so that pupils quickly become autonomous.

7. Adapting the sessions to your classroom

Teachers are free to adapt the sessions according to the pace and needs of their pupils.

If necessary, a session may be divided into two classroom periods when time is limited.

Conversely, some sessions may be repeated to give pupils more time to practise and become familiar with the rules and strategies of the game.

The objective of the program is not to progress quickly from one session to another, but to allow pupils to play, observe and progressively understand how the game works.

III. Teaching Formats

The Petit Bridge at School (PBAS) program can be implemented using several classroom formats.

These teaching formats were tested and implemented during the PBAS classroom protocol conducted between September and December 2025 in participating schools across the partner countries. This implementation phase made it possible to observe how the program functions in real classroom conditions and to identify the formats that best support the introduction of Petit Bridge in school settings.

Feedback from teachers, pupils and trainers showed that alternating between different activity formats facilitates learning, supports pupil engagement and allows sessions to be adapted to classroom organisation.

These formats make it possible to:

- progressively introduce the rules of the game;
- analyse strategic situations collectively;
- promote pupil autonomy during play;
- encourage discussion and cooperation among pupils.

Depending on the objectives of the session, teachers may choose to use one format or combine several formats during the same lesson.

1. Table Play

Table play is the main format used in the program.

Pupils are organised into groups of four and play a Petit Bridge deal around a table.

Each pupil occupies a position:

- North
- South
- East
- West

Players sitting opposite each other form a team.

This format allows pupils to:

- manipulate the cards,
- make individual decisions,
- experiment with different strategies.

During this phase, the teacher moves around the classroom to observe the games, answer questions and support pupils' reasoning.

Table play encourages pupil autonomy and is the format most frequently used during the program.

2. Whole-Class Play

In some situations, it can be useful to play a deal collectively with the whole class.

The class is divided into four groups corresponding to the positions:

- North
- South
- East
- West

Each group discusses together to decide which card should be played.

A designated pupil then plays the card for the group.

This format makes it possible to:

- analyse a game situation collectively;
- discuss different strategic options;
- model the reasoning expected during play.

Whole-class play is particularly useful when introducing a new concept or analysing an interesting deal.

3. Strategy Challenge

Strategy challenges are short exercises designed to encourage pupils to think about a specific game situation.

For example:

- Who wins the trick?
- Which card should be played?
- Which team has the advantage?

These activities can be conducted:

- on the board,
- using magnetic cards,
- or with projected diagrams.

Pupils may respond individually or discuss their ideas in small groups.

These short challenges help develop strategic thinking and prepare pupils for the decisions they will make during play.

4. Petit Bridge Lab

In some sessions, teachers may propose exploratory activities related to the game.

Pupils observe a situation and attempt to answer questions such as:

- How many tricks can this team win?
- Which suit is most favorable?
- Which strategy seems most effective?

These activities encourage pupils to formulate hypotheses, test ideas and explain their reasoning.

The Petit Bridge Lab format strengthens the reflective dimension of the program.

5. Play Session

Some sessions may be dedicated mainly to playing.

Pupils play several deals in succession while applying the rules and strategies introduced in previous sessions.

The teacher intervenes less and allows pupils to experiment with their own strategies.

These sessions are important for:

- consolidating learning,
- strengthening pupil autonomy,
- maintaining enjoyment and motivation.

IV. The Learning Journey

The Petit Bridge at School (PBAS) program follows a progressive learning journey that allows pupils to discover the rules of the game and gradually develop strategic understanding.

Rather than presenting sessions as isolated lessons, the program can be organised into three main learning phases. This structure helps teachers understand the pedagogical objectives of each session and the progression proposed for pupils.

Throughout the program, pupils learn by playing, observing and discussing their decisions, gradually building both confidence and understanding of the game.

The nine sessions progressively introduce the essential concepts of Petit Bridge:

- discovering the cards and the basic rules of the game;
- playing together and understanding partnership play;
- learning how to organise the game using the arrow deck;
- introducing the role of the Dummy;
- identifying master cards;
- understanding how cards can become strong during the game (promotion);
- applying these ideas through practice sessions and a final class tournament.

This progressive structure allows pupils to first learn how to play, then learn how to think about the game, and finally apply their knowledge in a more autonomous way.

Phase 1 – Discovering the Game

Objectives of the phase

The first phase aims to familiarise pupils with the materials, the essential rules of the game and the organisation of teams.

Pupils learn to:

- identify the cards and suits;
- understand the concept of a trick;
- follow the lead suit;
- play as a team.

This phase is essential for establishing game routines and allowing pupils to gradually focus on the decisions they make during play.

Session 1 – Discovering the Cards and Basic Rules

Lesson at a glance

 Objectives	• Discover the Petit Bridge cards • Understand the player positions around the table • Introduce the concept of a trick
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	5 min
Discovery	10 min
Play	25 min
Reflection	5 min

Skills developed

Following rules

Spatial and temporal awareness (player position, direction of play, cardinal points)

Numbers (compare, order)

Vocabulary (cards, partner, pair, trick)

1. Warm-up – Talking about card games (5 minutes)

- Ask the pupils: *“Do you ever play card games?”*
- If yes: *“Which games do you play?”*

They might mention games such as: Go Fish, Uno, War, 6 Nimmt!, Crazy Eights, President, Belote, Tarot.

- Then ask: *“Have you ever heard of a card game called Bridge?”*
- Announce: *“We are going to learn simplified version of bridge: Petit Bridge.”*

2. Discovering the cards and the game (15 minutes)

Observing the cards

- At the classroom board, show the cards to the pupils and ask them to observe them.

“What do you see? How many suits of cards are there? What is the highest card? What is the lowest card?”



There are 4 suits: red, yellow, green and blue cards.

The highest card is 10 and the lowest is 1.

Maths questions

- Ask the pupils a few maths-related questions:

How many cards are there in total in a Petit Bridge deck?

There is a total of 40 cards ($4 \times 10 = 40$) in the game.

How many cards are there in each suit?

There are 10 cards in each suit in total.

Introducing the partners

- Display on the board or show the play mat.
- Explain that in Petit Bridge, players play with a partner. There are four players, so two teams of two will compete against each other.
- Ask the class orally:

"What do you think the letters N, S, E, W mean? They represent the four cardinal points: North, South, East, and West.

*The North-South team will play against the East-West team. We also say that North is the South partner, and East is the West partner. The two partners form **a pair**. "*



This convention ensures clear and universal identification of positions, avoiding ambiguities like 'Player 1', 'Player 2', etc.

Introducing the dealing

- Using large magnetic cards or digital display and explain the card dealing process.

"Let's say South is the dealer. Cards are dealt one by one clockwise, starting with the player to the left."

If there are 40 cards in the deck, how many cards does each player receive?
As there are 40 cards for 4 players then $40 : 4 = 10$ cards per player.

Sorting the hand

- Once dealing is complete, each player should:
 - Count your cards face down. They should each have 10.
 - Sort their hand.
- On the board, display the following sequence of cards.

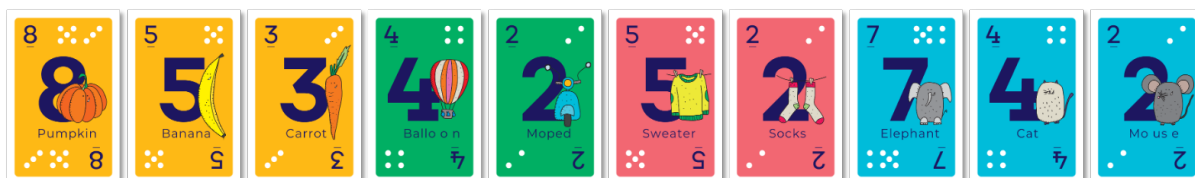


- Invite pupils to suggest how they would sort the cards.
- Ask the class what they think about this proposal.
- Some pupils may suggest sorting the cards in ascending order, regardless of suits. You may validate this option. Very quickly, others will propose sorting by suit.
- If it's not the expected sorting method, then ask:

"How else could we do it?"

Does anyone have another idea?"

- Call on another pupil and have them come to the board to show a different way to sort the cards.



3. Let's play! (20–25 minutes) 🎮

- The dealer plays the first card.
- Announce the golden rule: **in Petit bridge, players must follow the lead suit.**

"If the first player plays a red card, all others must play red. The highest card in the lead suit wins the trick."

If a player has no cards in the lead suit, they play another card but cannot win the trick."

- The player who wins the trick plays the next lead from their remaining cards. Their team scores 1 trick.
- Define "a trick": *"A **trick** is the set of 4 cards played in a round (one per player)."*
- Explain that the winning team is the one with the most tricks.
- Describe how tricks are stacked per Bridge convention.

"Once all four cards are played, each player takes back their card and places it:

Vertically if their team won the trick

Horizontally if their team lost the trick



We move from left to right, creating a readable history of play. At the end, each team counts vertical tricks to determine the winner. This helps resolve disputes."



- Have South deal the cards.
- Remind pupils of the dealing rule: cards are dealt one by one in a clockwise direction.
- Count your cards face down: each player should have 10 cards.
- Sort the cards by suit and in descending order.

- Remind them of the rules of the game.

Rules of the game:

- The dealer plays the first card and chooses the suit to be played.
- You must follow the lead suit.
- The highest card in the lead suit wins the trick.
- If a player doesn't have the lead suit, they play another card from their hand, but it cannot win the trick.
- The player who wins the trick leads a new card.

- Take the time to go around each table and check that the game is running smoothly (cards are sorted, rules are respected).
- Ask the children to count the number of points won by each team.

4. Reflection – (5 minutes) 💡

- On the board, display the following exercises. These small exercises are designed to check whether the rules are well understood.

1/ West played the first card. Who won the trick?



2/ West played the first card. Who won the trick?



3/ West played the first card. Who is going to win the trick?



Answers:

- **Exercise 1:** East wins the trick.
- **Exercise 2:** West wins the trick because no player has any yellow card.
- **Exercise 3:** West is going to win the trick because South will have to play the blue 3.

- How many points are awarded in each game?

Since there can be up to 10 tricks in a deal, there are 10 points to be distributed per deal.

- If we play 4 games, how many points is that in total?

If we play 4 games, that will be 4 times 10 points, or 40 points in total.

Teacher tips

- Keep explanations short and prioritise playing time.
- Encourage pupils to observe the cards that have already been played.
- If pupils hesitate, allow them to briefly discuss their choice with their partner.
- Demonstrate the dealing process slowly before pupils try it themselves.

Common difficulties

Spatial orientation

- Pupils sometimes struggle to connect the board demonstration with the table positions.

Demonstrate horizontally before letting them play.

Sorting cards

- Some pupils may sort cards by number instead of suit.

Explain that sorting by suit helps players follow the game more easily.

Following the lead suit

- Pupils may forget to check all their cards before discarding.

Remind them to look carefully at their hand.

Session 2 – Playing as a Team

Lesson at a glance

 Objectives	• Understand partnership play • Begin developing simple team strategies
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	5 min
Discovery	10 min
Play	25 min
Reflection	5 min

Skills developed

Cooperation
 Following the rules
 Spatial and temporal awareness
 Numbers (complement to 10, subtraction)
 Reasoning
 Vocabulary (have the lead)

1. Warm-up – Reviewing the rules (5 minutes)

Start the session with a short review of the previous sessions.

- Ask pupils a few questions. These short exercises help ensure the rule is well understood.

What is a trick?

A trick is the set of four cards played in one round, one card by each player.

What must players do if they have the lead suit?

They must follow the lead suit.

How many cards does each player have?

Each player has 10 cards.

How many cards are there in total in the Petit Bridge deck?

There are a total of 40 cards.

Is it possible to have all cards of one suit?

Yes, but it's rare in practice.

What is the maximum number of tricks a team can win?

A team can win up to 10 tricks.

- Introduce the vocabulary word of the day: to have the lead

"Having the lead means playing the first card of a trick and choosing the suit to be played. A player gets the lead when they win a trick.

Other expressions: keep the lead, give the lead, lose the lead."

- Display a simple trick on the board and ask:

North played the first card.
Who won the trick?



Answers: North wins the trick.

2. Discovering partnership play (10 minutes)

- Place the decks in the center of the table to avoid any distraction during the following whole-class activity.
- Present the problem situation below on the board and give pupils a few minutes to think or to discuss orally with one another to explain the correct answer.

Which card would you recommend South to play?



Answer: When my partner is going to win the trick, the best strategy is not to play my highest card, I can keep it to win another trick later. We often try not to waste good cards.

It's essential that pupils become aware of the importance of observing the cards that have been played and paying attention to their partner's strategy.

- Present this second example on the digital board or using large magnetic cards.

Example: North leads and plays the yellow 8.

- What do you play in East?
- What do you play in South?



Answer: East must play the yellow 4. South plays the yellow 10, because it's not certain that North's 8 will win the trick.

This time, "not wasting" does not mean saving high cards for the end, sometimes we risk losing them if we wait too long.

3. Let's play (25 minutes) 🎮

Pupils now play a deal applying the rules learned during the previous sessions.

- Ask East to deal the cards.
- Before starting the game, remind pupils to:
 - count their cards (each player should have 10 cards);
 - sort their cards by suit.

Once the cards are ready, the deal begins.

- During play, encourage pupils to:
 - follow the lead suit whenever possible;
 - observe the cards that have already been played;
 - pay attention to the card played by their partner before choosing their own card.
- Walk around the classroom to check that the game runs smoothly and that the rules are respected.

4. Reflection – Thinking as a team (5 minutes) 💡

- Bring the class back together for a short discussion.
- Ask a few questions such as:
 - Did you notice when your partner was already winning the trick?
 - What did you do in that situation?
 - Did your team manage to save some high cards for later tricks?
- Explain that observing the cards played by the partner helps players make better decisions.
- Remind pupils that in Petit Bridge players do not play alone: they play as a team and must pay attention to what their partner does.

This idea will be explored further in the next sessions as pupils discover new strategies.

Teacher tips

- Encourage pupils to look at the cards already played before choosing their card, especially the card played by their partner.
- Remind pupils that Petit Bridge is a team game. The goal is not only to win tricks individually but to help the team win tricks together.
- If pupils hesitate, ask them simple guiding questions such as:

"Is your partner already winning the trick?"

"Do you need to play a higher card?"

- Keep explanations short and prioritise playing time, as pupils understand partnership better through practice.
- During play, briefly stop at a table to highlight a good example of teamwork and share it with the class.

Common difficulties

Focusing only on their own cards

- Many pupils initially pay attention only to their own hand and forget to observe their partner's card.

Playing high cards too quickly

- Pupils often play their highest card immediately, even when their partner is already winning the trick.

Forgetting the partner's role.

- Some pupils think of the game as an individual activity rather than a team game.

Playing too fast

- Pupils may place their card on the table without looking carefully at the cards already played.

Session 3 – Using a arrow deck

Lesson at a glance

 Objectives	• Learn how to deal cards using the arrow system • Understand how identical deals are distributed to all tables • Continue practising Petit Bridge
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	5 min
Discovery	10 min
Play	25 min
Reflection	5 min

Skills developed

Cooperation
 Following the rules
 Spatial and temporal awareness
 Numbers (complement to 10, subtraction)
 Reasoning
 Vocabulary (have the lead)

1. Warm-up – Reviewing the rules (5 minutes)

- Ask the pupils what they remembered from the previous lesson.

" We play in teams, so it's important to observe the card played by my partner. I must play my cards without wasting them. If my partner wins the trick, I can keep my high card for later."

- Quickly suggest these 4 situations to reactivate the concepts learned.

Play to win but without wasting!

West leads. Help South choose the right card.

1/



2/



3/



4/



Answer:

- Exercise 1: South should play the 4 to avoid wasting a card, since North having already won the trick.
- Exercise 2: South should play the 8 and win the trick.
- Exercise 3: South must play the 8 to win the trick and keep the 10 to win another later.
- Exercise 4: This time, South should play the 10, because the blue 9 might be with West.

2. Discovery – The Arrow Deck (10 minutes)

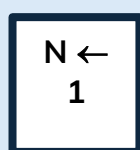
- Explain to the pupils that they will now use the arrows on the back of the cards to deal, to learn more rules and strategies of Petit Bridge

Dealing process:

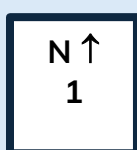
The arrowed deck allows for 24 pre-set deals numbered from 0 to 23. Each box indicates: the number of the deal and who the dealer is (North (N), East (E), South (S) or West (W)).

The dealer gives each player the cards assigned to them, following the direction of the arrows shown in the box.

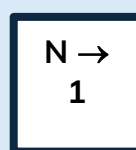
In the example, North is the dealer.



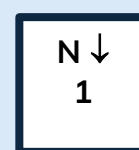
To the left



To your partner



To the right



To yourself

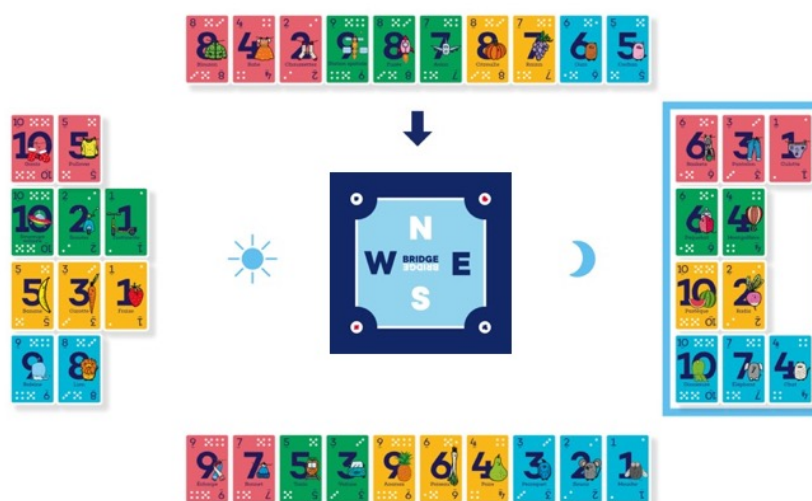
3. Playing the first arrow deal (25 minutes)

- Have the pupils deal and play **deal no. 0** from arrowed deck no. 2.
- Encourage pupils to observe the cards played by their partner.
- After each deal, ask each table for its score. You can then show that all tables had the same hands and compare the results.

Teacher's note: NORTH is the dealer

The best lead is green. West will probably play high cards first. East must be alert when they gain the lead, to help their team win 3 blue tricks.

Expected score: 6-4 for EW.



4. Reflection – Comparing results (5 minutes) 💡

- Bring the class together for a short discussion.
- Ask questions such as:

Which team won the most tricks?

Did different tables obtain similar results?

- Explain that because all tables played the same deal, it is possible to compare results.

Teacher tips

- Demonstrate the arrow system slowly before pupils start dealing.
- Show clearly how the arrow indicates the player who receives the card.
- Allow pupils time to count and sort their cards before starting the game.

Common difficulties

Dealing the cards

- Some pupils may forget to follow the arrows and deal the cards normally.

Check the first distribution carefully.

Understanding identical deals

- Pupils may not immediately understand why all tables receive the same cards.

Explain that this allows the class to compare results fairly.

Session 4 – Introducing the Dummy

Lesson at a glance

 Objectives	• Learn the role of the Dummy • Understand the roles of the leader and the Dummy • Practise playing with a Dummy
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	10 min
Discovery	10 min
Play	20 min
Reflection	5 min

Skills developed

Respect for the rules
 Spatio-temporal location
 Reasoning
 Exchanges
 Vocabulary (the leader, the Dummy)

1. Warm-up – Reviewing the previous lesson (10 minutes)

- Ask questions about the arrow deck:

What do the arrows on the cards indicate?

The arrows show which player should receive the card: North, South, East, West

Why do we use arrows when dealing the cards?

The arrows ensure that all tables receive the same cards.

This allows everyone to play the same deal.

Do all tables receive the same cards?

Yes. All tables receive the same cards so that results can be compared between tables.

- Explain again that the arrows ensure that all tables receive the same cards, which allows the class to compare results.

2. Discovery – Introducing the Dummy (10 minutes)

- Tell pupils that they are going to learn an important new rule: The Dummy

"The player to the left of the leader becomes the Dummy. After the opening lead, the Dummy lays their cards face up on the table and simply plays the cards their partner chooses.

The game proceeds as if the Dummy were playing normally.

If a card played by the Dummy wins a trick, the Dummy leads the next trick but it is always their partner who tells them which card to play."

- Explain the new vocabulary: **the leader, the Dummy**

"The leader is the player who plays the first card of the deal. In Petit Bridge, the dealer and the leader are the same player.

The Dummy is the player sitting to the left of the leader, who lays their hand face up after the lead and plays the cards their partner tells them to."

- Ask a few questions to check for understanding

Who is the Dummy if East leads?

South is the Dummy.

Who is the Dummy if North leads?

East is the Dummy.

If North is the Dummy, who was the leader?

West was the leader.

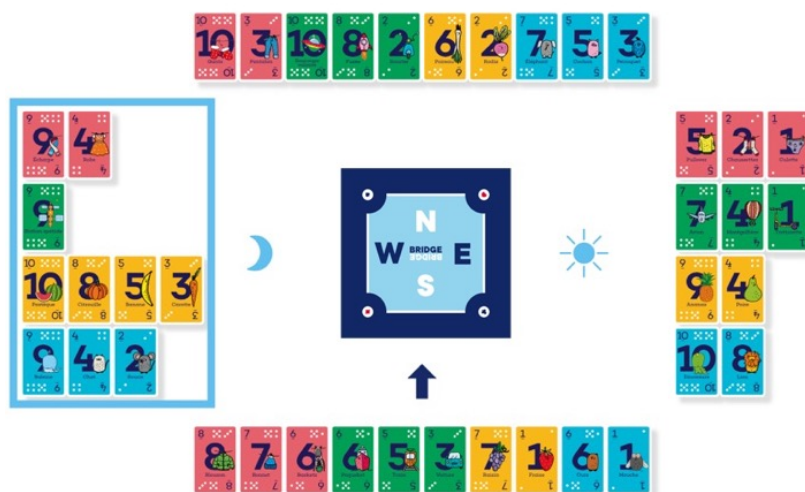
3. Let's play (20 minutes) 🎮

- Have the pupils play **deal no. 1** from arrowed deck no. 2 and ensure each table has understood the rule.

Teacher's note: SOUTH is the dealer

The best lead is likely a red card. North should avoid wasting cards. Once they win the lead, they can play the green 10, allowing the green 8 to become a master card. The Dummy's team should be able to win the remaining tricks.

Expected score: 6-4 for EW.



4. Reflection (5 minutes) 💡

Bring the class together for a short discussion.

- Ask pupils questions such as:
 - Who was the Dummy in your game?
 - What did the Dummy do after the opening lead?
 - Who chose the cards played by the Dummy?
- Remind pupils of the key rule:

“The Dummy shows their cards, but their partner decides which cards to play.”

- Explain that seeing the Dummy's cards gives players more information and will help them develop strategies in the next sessions.

Teacher tips

- Demonstrate clearly when the Dummy places their cards on the table: only after the opening lead.
- Encourage pupils to speak clearly when telling the Dummy which card to play.
- Walk around the tables to ensure that the Dummy rule is applied correctly.

Common difficulties

Turning the cards too early

- Some pupils may reveal the Dummy's hand before the opening lead.

Remind them that the cards are shown only after the first card is played.

Dummy choosing the card

- Pupils sometimes think the Dummy decides which card to play.

Explain that **the partner always makes the decision**.

Confusion about the leader

- Pupils may confuse the leader and the dealer.

Remind them that in Petit Bridge the dealer is also the leader.

Phase 2 – Developing strategy

Introduction

After learning the basic rules of Petit Bridge and playing complete deals, pupils are ready to explore the first strategic aspects of the game.

During this phase, pupils gradually learn to observe the cards that have been played and to anticipate the consequences of their decisions. They discover that some cards are stronger than others and that the strength of a card may change during the deal.

The objective is not to introduce complex strategies but to help pupils develop simple reasoning habits that will help them make better decisions during play.

As in the previous phase, the sessions combine short explanations, playing time, and discussion moments that allow pupils to analyse what happened during the deal.

Objectives of the phase

During this phase, pupils learn to:

- Identify master cards in a suit;
- understand that some cards become winning cards once higher cards have been played;
- observe the cards already played before making a decision;
- think about the order in which to play their cards.

These concepts are introduced progressively through simple examples and game situations.

Session 5 – Master Cards

Lesson at a glance

 Objectives	• Identify master cards in a suit • Understand how a master card wins a trick • Practise recognising master cards during play
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	10 min
Discovery	10 min
Play	20 min
Reflection	5 min

Skills developed

Following rules
 Memory
 Concentration
 Reasoning
 Communication
 Vocabulary (master cards)

1. Warm-up – Revisiting the Dummy (10 minutes)

- Ask the pupils what they remembered from the previous lesson.

"After the opening lead is played (and only then!), the player to the left of the leader lays their hand face up on the table: this player becomes the Dummy. The Dummy's partner decides which cards to play."

- Offer a few exercises to check understanding of the rules.

1/ North is the Dummy. How would you play if you were West?



2/ North is the Dummy. How would you play if you were East?



Answer:

- **Exercise 1:** Play the blue 10, then the blue 9, then the blue 6 which becomes a master card. Finish with the red 9.
- **Exercise 2:** Play the blue 2 because West is going to win the trick.

2. Discovery – Master cards (10 minutes)

- Tell the pupils that they have now learned the basic rules of Petit Bridge. They will now discover strategies to maximize the number of tricks and therefore points, their team can win.
- Ask them if they know what the expression "master cards" means?
- Explain the term:

"A master card is a card for which the opposing team holds no higher card in the same suit."

- Use short exercises to help the pupils understand the concept.

You are South. North is the Dummy. For each case, how many master cards does your team have?
How many tricks can North-South hope to win?

1/



2/



3/



Answers:

- **Exercise 1:** North-South have 3 master cards and can expect to win 3 tricks.
- **Exercise 2:** North-South have 4 master cards but may only win 3 tricks. Having more master cards doesn't always guarantee more tricks sometimes two master cards are played in the same trick.
- **Exercise 3:** North-South have 3 master cards and can hope for 3 tricks: the blue 9 with the 2, then the blue 8, and finally the blue 10.

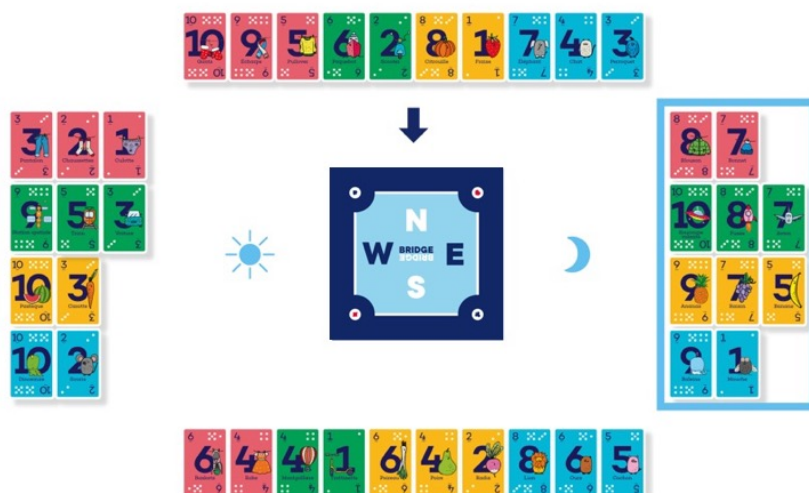
3. Let's play (20 minutes) 🎮

- Have the pupils play **deal no. 2** from arrowed deck no. 2. Check that each table understands the rule.

Teacher's note: NORTH is the dealer

The best lead would be the red 10 followed by the red 9. North should notice that the red 8, 7, and 6 have already been played — so their red 5 is now a master card. If this is not seen, East–West might win up to 8 tricks.

Expected score: 7-3 for EW.



4. Reflection – Identifying master cards (5 minutes) 💡

- Bring the class together.
- Ask a few questions:
 - Did you notice when a card became the master card?
 - Did you manage to win a trick with a master card?
 - What happens when the highest card of a suit has already been played?
- Explain that once higher cards are gone, other cards may become master cards.

This idea will help pupils understand new strategies in the next session.

Teacher tips

Use simple examples on the board before starting the game.

Encourage pupils to look at the cards already played to identify possible master cards.

Keep explanations short and allow pupils to discover the concept during play.

Common difficulties

Confusing “highest card” with “master card”

- Some pupils think the master card is always the highest card in the deck.

Explain that it is the highest remaining card in the suit.

Not observing the played cards

- Pupils may forget to watch which cards have already been played.

Remind them that this information helps identify master cards.

Session 6 – Practice session

Lesson at a glance

 Objectives	• Practise identifying master cards during play • Reinforce observation of the cards already played • Develop confidence in playing complete deals
 Total time	45 minutes
 Teaching format	Short review followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	10 min
Play	30 min
Reflection	5 min

Skills developed

Following rules
 Memory
 Concentration
 Reasoning
 Communication
 Vocabulary (master cards)

1. Warm-up – Revisiting master cards (10 minutes)

- Ask the pupils what they remembered from the previous lesson (Dummy, avoiding waste, the concept of master cards, etc.).
- Present a few exercises to check their understanding of the rules.

How many master cards does the North-South team have in both situations?

How many tricks can the North-South side expect to win in both situations?



Exercise 1



Exercise 2

Answer :

Exercise 1: The North-South camp has four master cards and can hope to win four tricks: 10 yellow with the 1, 9 yellow with the 4 green, then 9 red with the 1 red and finally the 2 red for the 10 red.

Exercise 2: North-South has four master cards, but can only hope to win three tricks because the red 9 and 10 will be played on the same trick.

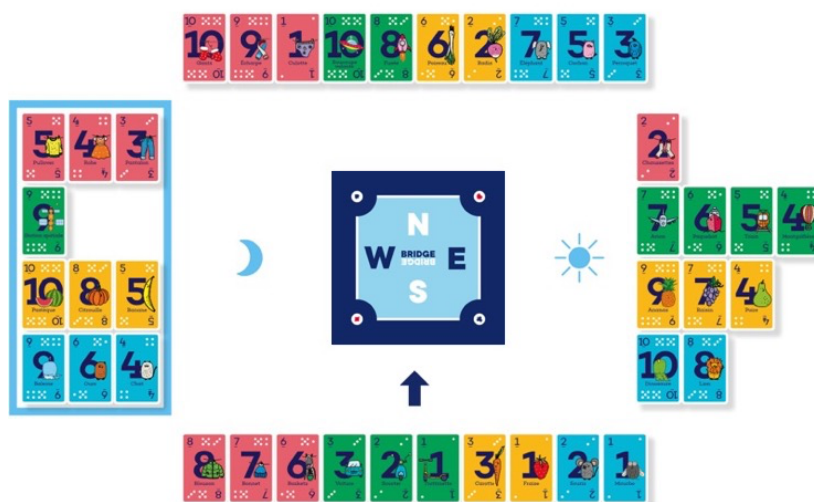
2. Let's play (30 minutes)

- Have the pupils play **deal no. 3** from the same deck.
- Encourage pupils to:
 - observe which cards have already been played;
 - identify possible master cards during the game.
- Walk around the classroom to check that the game runs smoothly.

Teacher's note: SOUTH is the dealer

The opening lead should be a red card. North–South must realize they can win 3 tricks in red. When North gets the lead, they should take their 2 green tricks to reach a tie. If not, East–West could win 6 tricks.

Expected score: 5 to 5.



3. Reflection – Observing the game (5 minutes) 💡

Bring the class together for a short discussion.

- Ask pupils questions such as:
 - Did you notice when a card became a master card?
 - Did you manage to win a trick using a master card?
 - Which suit was strongest in your game?
- Explain that observing the cards played helps players recognise when a card becomes strong.

Teacher tips

Encourage pupils to take a moment before playing their card to observe the trick.

Remind pupils to watch the cards played in each suit.

Allow pupils time to think before playing.

Common difficulties

Not observing the played cards

- Some pupils focus only on their own hand and forget to observe the cards already played.

Playing too quickly

- Pupils may place their card immediately without analysing the trick.

Session 7 – Promoting cards

Lesson at a glance

 Objectives	• Understand how a card can become a master card during the game • Discover the concept of promoting cards • Observe how the order of play influences which cards become strong
 Total time	45 minutes
 Teaching format	Whole-class explanation followed by table play
 Materials	Petit Bridge cards (Arrow Deck), board or digital display

Session structure

Phase	Time
Warm-up	10 min
Discovery	10 min
Play	20 min
Reflection	5 min

Skills developed

Following rules
 Memory
 Reasoning
 Communication
 Vocabulary (promoting a card)

1. Warm-up – Revisiting (10 minutes)

- Start with a short review of the previous sessions.
- Ask pupils questions such as:

What is a master card?

A master card is the highest remaining card in a suit. If players follow the lead suit, this card will win the trick.

How can we recognise a master card?

We recognise a master card by looking at which cards in the suit have already been played. The highest card still remaining in that suit is the master card.

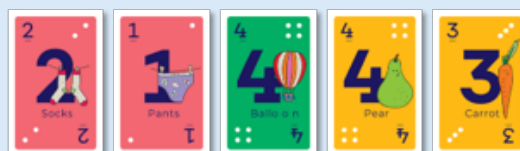
Can a master card change during the game?

Yes. When the highest card of a suit is played, another card becomes the new master card. For example, if the 10 has been played, the 9 may become the new master card.

- Present a few exercises to check their understanding of the rules.

1/ How many master cards does North-South have?

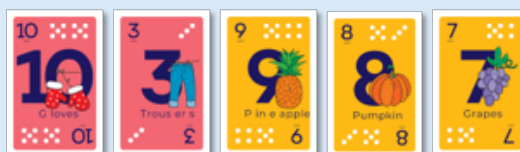
2/ How many tricks are they sure to win?



Answer :

1/ Only one: the red 10.

2 / Also just one : the red 10 again.



2. Discovery – Promoting cards (10 minutes)

- Explain to pupils that they are going to learn new strategies to optimize the number of tricks they can win.
- Display the following set of cards on the board:



- Ask:

"What do you see? The 10 is missing, which is a master card."

- Ask:

"Do you see cards that are almost master?" "Yes, there are the 9, 8, and 7. How can we turn them into master cards?"

- Explain:

"We can play the 9 to force the 10 to fall. Then the 8 and 7 become master cards. This is called "promoting a card."

- Give the definition.

"Promoting a card means forcing higher cards to be played, so that a lower card becomes a master card. Playing the 9 might:

- *Win a trick, or*
- *Promote the 8*

And then: The 8 may win a trick or promote the 7. With 9, 8, and 7 in hand, you may win 2 tricks."

- Show the new set of cards on the board:



- Ask:

"What do you notice?"

The 10 and 9 (the master cards) are missing. So you might need to play twice to win a trick:

- *The 8 forces the 10,*
- *The 7 forces the 9.*

And the 6 is now promoted!

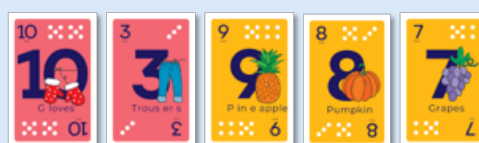
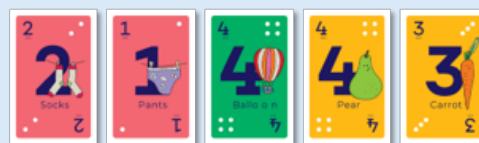
Promoting cards is great... but you also need to regain the lead to play your promoted cards. Be careful not to play a 10 too early, you might need it later to regain the lead."

- Return to the example at the beginning of the session and ask:

Do you have a strategy to win more tricks?

Answer:

The yellow cards are almost master. If we play that suit, we should be able to win 2 more tricks.



- Verify understanding of the concept with short exercises.

In each case, North and South have no master cards. How many tricks can they promote?

1/

2/

3/

Answers:

- **Exercise 1:** North-South can promote 2 yellow tricks. Playing the yellow 9 makes the opponents' yellow 10 fall. The yellow 8 and 7 are now promoted!
- **Exercise 2:** North-South can promote 1 yellow trick. The yellow 9 forces the yellow 10 to fall. The yellow 8 is now promoted.
- **Exercise 3:** North-South can promote 3 yellow tricks. The yellow 9 forces the yellow 10. The yellow 8, 7, and 6 are all promoted!

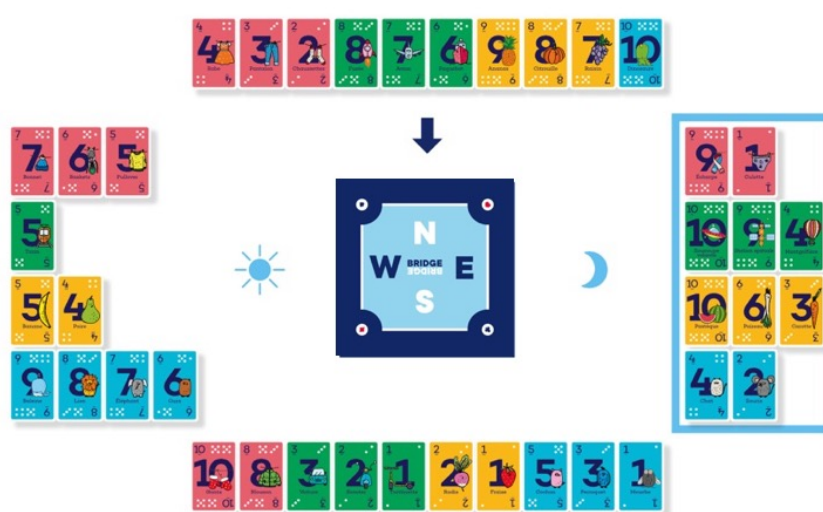
3. Let's play (20 minutes) 🎮

- Have the pupils play **deal no. 4** from arrowed deck no. 2.
- Encourage pupils to observe:
 - which cards have already been played;
 - when a card becomes a master card during the game.
- Walk around the classroom and help pupils identify situations where a card becomes promoted.

Teacher's note: NORTH is the dealer

Leading the yellow 9 is better than leading the green 8 (promoting will be faster). With the blue 10 in hand, North, after playing the promoted yellow cards, may need to switch to red, depending on the Dummy's green cards. Maybe there's some hope...

Expected score: 5 to 5.



4. Reflection – Understanding promotion (5 minutes) 💡

- Bring the class together for a short discussion.
- Ask questions such as:
 - Did one of your small cards become a master card during the game?
 - What happened before that card became strong?
 - Which cards had to be played first?

- Explain:

"Sometimes a card becomes strong because stronger cards have already been played."

This idea is called promotion and it is an important concept in Petit Bridge.

Teacher tips

Use clear visual examples on the board to explain promotion.

Encourage pupils to observe which cards have already been played in each suit.

Help pupils identify situations where a small card becomes a master card.

Common difficulties

Confusing master cards and promotion

- Some pupils may think that only certain cards are strong.

Explain that cards can become strong during the game.

Not observing the played cards

- Pupils may forget to pay attention to which cards have already been played.

Thinking only about the current trick

- Pupils often focus only on the current trick rather than how future tricks may develop.

Session 8 – Training session

Lesson at a glance

 Objectives	• Reinforce the strategies learned in previous sessions • Practise identifying master cards and promoting cards during play • Develop observation and cooperation between partners
 Total time	45 minutes
 Teaching format	Table play followed by class discussion
 Materials	Petit Bridge cards (Arrow Deck)

Session structure

Phase	Time
Warm-up	5 min
Play	35 min
Reflection	5 min

Skills developed

Following rules
 Cooperation
 Reasoning
 Memory
 Observing partner's play

1. Warm-up – Revisiting key concepts (5 minutes)

- Ask the pupils orally:

“What are the good habits of a Petit Bridge player?”

- Targeted reminders:
 - Play as a team (observe your partner’s play)
 - Don’t waste your high cards
 - Promote a lower card when possible
 - Follow the lead suit
 - Respect the role of the Dummy

2. Let’s play – Training session (35 minutes)

- Before starting the game, explain to the pupils:

“Today we will slightly change the usual dealing rule. Instead of following the dealer indicated on the deck, we will rotate the dealer so that everyone could be the dealer and the Dummy during the session.”

This organisation helps pupils experience different roles during the game.

Each group plays 3 previously seen deals to reinforce learning.

Deal no. 3

Dealer: North

Dummy: East

Expected score: 5 to 5

The opening lead should be a red card. North–South must realize they can win 3 tricks in red. When South gets the lead, they should take their 2 green tricks to reach a tie. If not, East–West could win 6 tricks.

Deal no. 4

Dealer: Est

Dummy: South

Expected score: 5 to 5

Leading the yellow 9 is better than leading the green 8 (promoting will be faster). With the blue 10 in hand, East, after playing the promoted yellow cards, may need to switch to red, depending on the Dummy’s green cards. Maybe there’s some hope...

Deal no. 5

Dealer: South

Dummy: West

Expected score: 7-3 for EW

The recommended opening lead is the red 9. Once East has played their blue master cards, they should focus on promoting the yellow suit. North must think as a team player and continue their partner’s

suit, rather than trying to promote their own green cards. Otherwise, the opponents could end up winning additional tricks.

Deal no. 6

Dealer: West

Dummy: North

Expected score: 5 to 5

The opening lead should be the green 9. The Dummy's partner will promote the blue suit. Before leading green again for their partner, East must cash their yellow master tricks.

3. Reflection – Discussing strategies (5 minutes) 💡

Bring the class together for a short discussion.

- Ask pupils questions such as:
 - Did you manage to win a trick with a master card?
 - Did one of your cards become a master card during the game?
 - Did you notice when a card was promoted?
- Encourage pupils to explain what happened during their game.

This discussion helps pupils understand how the strategies they learned can influence the outcome of a deal.

Teacher tips

Encourage pupils to explain their decisions during the reflection phase.

Allow pupils enough playing time so they can practise the strategies introduced in previous sessions.

Highlight interesting situations observed during the games.

Common difficulties

Focusing only on winning tricks

- Some pupils may focus only on winning the current trick instead of observing how the suits evolve during the game.

Forgetting previous strategies

- Pupils may forget to look for master cards or situations where a card could become promoted.

Encourage them to observe the cards already played and to take a moment to think before playing.

Session 9 – Class tournament

Lesson at a glance

 Objectives	• Consolidate the rules and strategies learned during the program • Apply partnership and observation skills during play • Experience a simple class tournament
 Total time	45 minutes
 Teaching format	Table play followed by class discussion
 Materials	Petit Bridge cards (Arrow Deck)

Session structure

Phase	Time
Warm-up	5 min
Play	35 min
Reflection	5 min

Skills developed

Following rules
 Cooperation
 Reasoning
 Memory
 Observing partner's play

1. Warm-up – Reviewing key ideas (5 minutes)

Start the session with a short review of the main concepts learned during the program.

- Ask the pupils orally:
“What are the good habits of a Petit Bridge player?”

- Targeted reminders:
 - Play as a team (observe your partner’s play)
 - Don’t waste your high cards
 - Promote a lower card when possible
 - Follow the lead suit
 - Respect the role of the Dummy

2. Class tournament (35 minutes)

To ensure the tournament fits within the allotted time, make sure that each deal lasts no more than 10 minutes.

- Pupils play 4 prepared deals: no. 18, 19, 20 and 21, in that order.
- After each deal, each pair records the number of tricks they have won. (1 trick = 1 point)
- After each deal, the East–West pairs change tables, moving up one number (e.g., EW from table 1 goes to table 2, EW from table 4 goes to table 1, etc.)
- North–South pairs stay at the same table throughout the tournament.

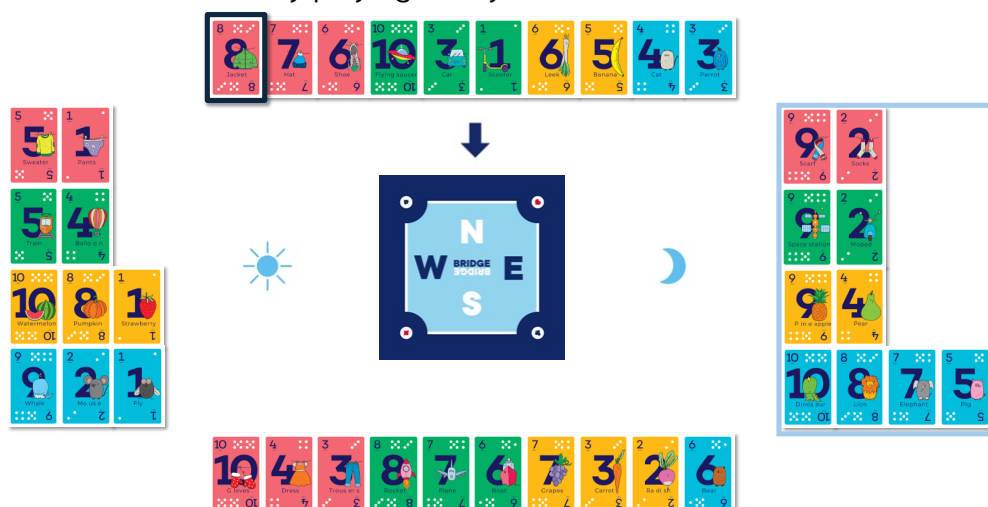
Deal no. 18

Dealer: North

Dummy: East

Expected score: 6-4 for EW

The opening lead should be the red 8. South should only play their 10 if East plays the 9. South must continue with red to support their partner. Once in the lead, North must play their green 10 — otherwise, EW could win 7 tricks by playing their yellow and blue cards.



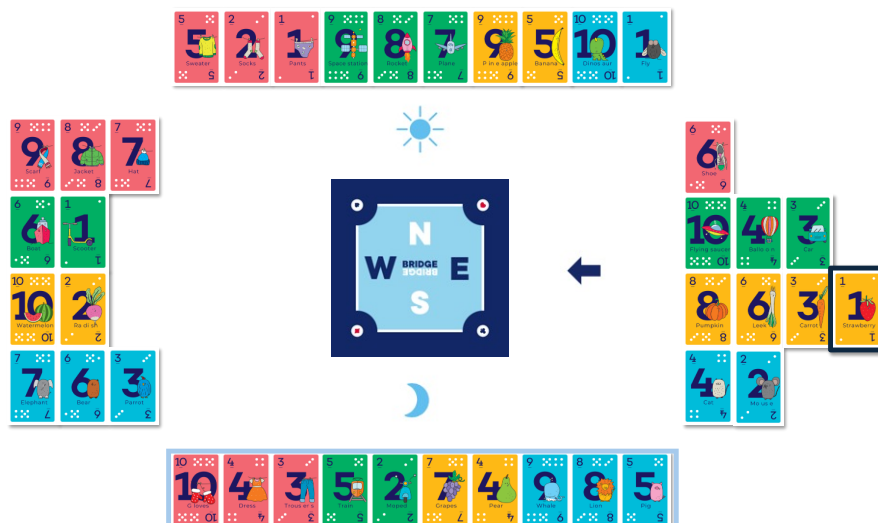
Deal no. 19

Dealer: Est

Dummy: South

Expected score: 6-4 for NS

The opening lead is the yellow 1, a low card from a long suit. West plays their yellow 10 and continues the suit. North should focus first on promoting their green cards. East wins the lead with the green 10 and then cashes their yellow master cards.



Deal no. 20

Dealer: South

Dummy: West

Expected score: 6-4 for EW

The opening lead is the green 9. North must play their green 10 to avoid blocking the suit. South should find the yellow return when North discards the red 2. East must first promote their blue suit, then play low in Dummy's red cards.



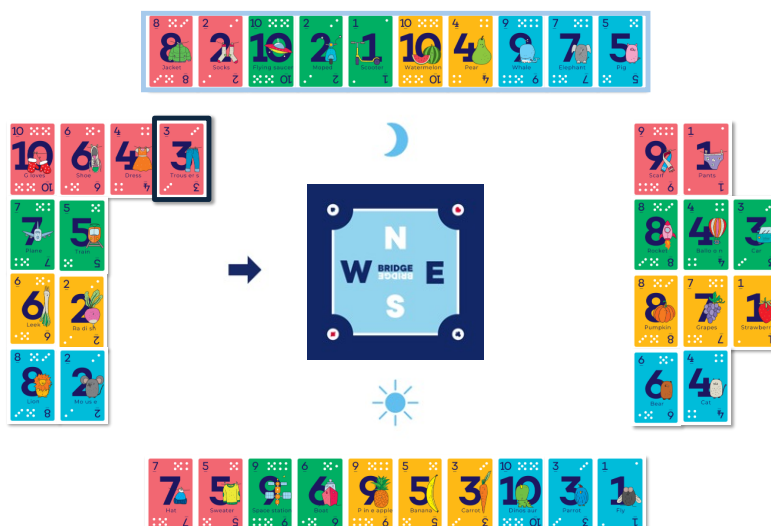
Deal no. 21

Dealer: West

Dummy: North

Expected score: 6-4 for NS

The opening lead is the red 3, a low card from a long suit for East's 9, who continues the suit. This sequence allows the defenders to win 4 tricks early and to remember that the red suit has been promoted. North–South should win the remaining tricks by identifying their best suit — blue — which offers 3 winning cards. Without the continuation of the opening suit, the NS team could win up to 7 tricks.



Organising the tournament

- Number the tables using small cards placed on top (e.g., from 1 to 6).
- Players sitting North–South remain at the same table for the entire tournament.
- After each deal, players sitting East–West rotate by moving up one table.

Example:

The EW pair from table 1 moves to table 2.

The pair from table 2 moves to table 3.

And so on.

The EW pair from table 6 moves to table 1.

This system allows pupils to face different opponents during the tournament.

All North–South pairs play the same deals, which allows a fair comparison of their scores.

The same applies to East–West pairs.

Ranking the teams

Teams are formed by North–South pairs and East–West pairs.

Ready-to-use score sheets are provided in the appendix (one sheet per pair).

After each deal:

each team records the number of tricks won;

points are totalled at the end of the tournament.

Each team keeps its own score sheet.

Within the pair, pupils can take turns recording the score for each deal.

At the end of the tournament, you can establish:

a ranking of North–South pairs

a ranking of East–West pairs

Examples of tournament rulings in Petit Bridge

During a tournament, occasional rule infractions may occur.

To ensure fairness, the following rulings may be applied.

It is recommended to announce these rules before the tournament begins.

Missing the Dummy

Ask the Dummy to place their cards face up as soon as the error is noticed, preferably immediately.

Wrong number of cards at the end of a deal

Penalty: 1 trick is subtracted from the final score of the team with a player who had more or fewer than 10 cards.

Tip: At the start of the tournament, remind pupils to count their cards before looking at them.

Table talk, excessive chatter, or inappropriate behaviour

First time: verbal warning or yellow card

Second time and beyond: 1-trick penalty per infraction

Failing to follow suit when able

If the next trick has not started, correct the error by replacing the wrong card.

If the next trick has already started, continue playing. At the end of the deal, apply a 2-trick penalty to the offending team.

If both teams make the same mistake, no penalty is applied.

3. Reflection – Looking back on the games (5 minutes)

- Announce the winners of the North–South pairs and the East–West pairs.
- Congratulate all pupils for their participation in the tournament.
- Encourage reflection:

“Which strategies helped you the most today? How did you communicate with your partner?”

Teacher tips

Encourage pupils to play independently and apply the strategies learned during the program.

Allow enough playing time so pupils can fully enjoy the game.

Highlight good examples of teamwork observed during the games.

Common difficulties

Focusing only on winning

- Some pupils may focus only on the result rather than on applying the strategies learned.

Forgetting observation

- Pupils may forget to observe the cards already played and the actions of their partner.

Encourage them to take a moment to think before playing their card.

V. Appendix

Score sheet for the Petit Bridge tournament



Team partners

..... and

Deal no.18	
Deal no.19	
Deal no.20	
Deal no.21	
TOTAL	

Score sheet for the Petit Bridge tournament



Team partners

..... and

Deal no.18	
Deal no.19	
Deal no.20	
Deal no.21	
TOTAL	

VI. Acknowledgements

This handbook was developed by the national bridge federations participating in the **Petit Bridge at School** project.

The authors would like to express their sincere gratitude to the University of Vienna for its scientific support and for leading the research protocol that accompanied the implementation of the program.

We also warmly thank **the teachers and pupils from France, the Netherlands and Poland** who took part in the classroom pilot sessions conducted between September and December 2025. Their feedback, observations and engagement played a key role in shaping this guide.

Their contributions helped ensure that this handbook reflects real classroom practice and supports teachers in introducing Petit Bridge as an educational activity.

