



**Continuing Professional
Development Day (3) for
Teachers**

Two Over One Game Forcing

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Introduction

Welcome to the third ABF Continuing Professional Development (CPD) Day for Teachers. Completion of this day will give you 10 points towards accreditation.

After completing a Teacher Training Programme (TTP), the ABF provides further support for bridge teachers by offering days such as these, which concentrate on the “what”, as well as the “how”, to teach.

The first CPD Day covers Modern Competitive Bidding, the second offers ideas for teaching Defence courses for your intermediate (and advanced) students, and a new (fourth) one focuses on Declarer Play techniques.

Teaching (anything) is made easier if you use the best materials and methods. These are recommended on my website, the ABF website, and in the workbook. Your students will better understand the concepts you're trying to get across if the hands are well thought out.

For a recommended bridge curriculum to follow, and text books, go to joanbuttsbridge.com, and then Learn Online, and/or Books.

You don't have to be the greatest player to be a great teacher. Remember there are two, quite separate words: Teaching and Bridge!

I hope today gives you the confidence and ideas to teach these courses. When students decide to try 2/1, they need support and a lot of questions answered otherwise they will give it up.

Contact me on teaching@abf.com.au

Good luck

Joan Butts (ABF National Teaching Coordinator)

STEAM: The Teachers' Checklist for Success

The goal of the STEAM checklist is to keep focused on aspects of teaching that make sure our players are satisfied customers – pleased they have decided to invest in bridge lessons. The letters are not in order of importance; the word could have been TEAMS or anything else. STEAM seemed like the best choice.

Safety

It's critical to keep the participants comfortable. There are several important techniques to accomplish this:

- At the beginning of each class let them know that, unless they volunteer, they won't be asked a question
- Allow for different opinions and avoid the "right answer." For example, some players already know and prefer to play a 16–18 1NT range. Bridge Basics introduces the more popular 15–17 point range. The responses are the same, so respect the students' opinions and move the class along.
- Keep Away from the Table. A play-focused approach gives the participants a chance to experience the play of the hand. Don't watch them while they're playing, or come over to suggest a bid. This tends to make other players at the table uncomfortable.
- Give Clear Instructions. Take the time to become skilled at giving students the best instructions for constructing hands on the table so that they won't feel they aren't doing the right thing.
- Avoid interfering with the learning process by praising a student for work well done. It's one of the illusions of teaching that this enhances the desire to learn. Alfa Kohn's book, *PUNISHED BY REWARDS*, is an excellent resource if you still aren't convinced.

Timing

It's important to respect time.

- Start on time, have a short break after about an hour, and finish on time. It's that straightforward.
- Give the participants 7½ minutes to bid and then play as many cards as they can in a deal ... keep the class moving.
- End on time; it's just as important as starting on time. Giving extra value doesn't apply when we go beyond the advertised time.

- Balance the class with time for the students to listen, talk about concepts, read information, and play deals.

Energy

Energy is important. Keep the atmosphere upbeat.

- Provide an opportunity for the students to talk to each other. In the first lesson, there is an icon placed in several spots to give the general idea. After that, the teacher has to be aware to regularly ask the students to talk among themselves.
- Play at least four deals in every two-hour lesson; avoid too much attention to bidding in isolation.
- Use a microphone.

Attitude

Play the odds for customer service. Small, seemingly unimportant habits can make a difference.

- Most classes prefer the teacher to be professionally dressed.
- Avoid questionable jokes and remarks.
- Be prepared. No matter how many times we have given the lesson, review the plans before the class.
- Have the material ready.
- Do your best, even though conditions will change from moment to moment.
- Continue to learn.
- Be aware of how the class is being received by the students: does your attendance increase, stay the same, or decrease – and why.

Material

Use the best bridge material and teaching philosophy available

- Offer several methods for learning. Some students prefer to read and will read ahead and reread material presented in the lesson; others use the textbook sporadically.
- Some are note-takers, writing down reactions and the material presented by the lecturer, even though the information is in the text. They write in the text, underline key points, record notes in the margin. Others don't have notebooks and would never write in a text. Some students have highly developed listening skills; others find it difficult to hear.

- Some find talking a powerful tool for absorbing information; others don't like to share thoughts with others.

For all lessons, follow these educational concepts

- (1) **Student Involvement.** Let your students be involved in all steps of the learning process. Don't lecture to them, and expect their interest to be maintained. Let them discover the fundamental concepts themselves through active class participation.
- (2) **Spiral Approach.** Introduce basic concepts one at a time, and revisit them later. It's not necessary to cover everything that could happen the first time an idea is introduced. This is a spiral approach to the curriculum.
- (3) **Simple Approach.** Don't try to cover everything that could happen for fear that a simple idea is uninteresting to the students. The opposite is true: when students grasp a concept, however small, they feel a measure of success, and their confidence grows. They enjoy the learning experience.

Tips for Playing and Teaching 2/1

Advantages

- (1) Simplifies bidding.
- (2) Saves bidding space and allows you to slowly investigate two good hands. This applies especially to slams.
- (3) Widens the 1NT response, and allows it to be used more effectively.
- (4) Focuses on showing hand shapes before points.

Lessons required for 2/1

Ideally four:

- (1) The Two over One Response
- (2) The 1NT Response
- (3) Opener's and Responder's Rebids
- (4) Game or Slam?

Lesson 1. The 2/1 Response.

Start by reassuring students that MOST of their Standard system remains, so they are NOT required to learn an entirely new system. (They will think they are).

Show them what stays, eg major suit raises (Bergen, Jacoby 2NT, Splinters), new minor forcing, all competitive bidding (overcalls, doubles), slam bidding, no trump bidding, all bidding after opener starts with 1♣.

Explain that every system has its weaknesses, and in Standard (and Acol) it's the bids after responder shows their own suit at the two level (because their suit is ranked below the suit opened, eg 1♠ p 2♣/♦/♥)

(a) Ask them whether the following sequences may be passed, or are invitational, or game forcing:

Opener:Responder Opener: Responder Opener: Responder

1♠	2♣	1♥	2♦	1♠	2♥
2♠	?	3♦	?	2NT	?

(b) Ask what they would rebid on ♠K5 ♥65 ♦AQJ1093 ♣A72, when partner opens 1♠, you bid 2♦ and opener rebids 2♠. What now?
In Standard, 3♦ is not forcing, so you would have to bid 3NT, and maybe miss a small slam in diamonds.

Explain the two over one responses, and that it happens when a responder is

an unpassed hand, and not in competitive sequences.

These bids will occur once over 1♦ (eg 1♦ p 2♣), twice over 1♥ (1♥ p 2♣/♦) and three times over 1♠ (1♠ p 2♣/♦/♥)

Making these bids (1♦ p 2♣, 1♥ p 2♣/♦, 1♠ p 2♣/♦/♥) game forcing allows both players to describe their hand shapes without worrying about being dropped below game.

Another confusing area of Standard is strong jump shifts. With 2/1 you don't need to waste this amount of bidding space on good hands, because 1♠ p 2♣ is an unlimited GF hand, so no need for 1♠ p 3♣ to show a stronger hand. This allows jump shifts to take on another meaning (eg Bergen, mini splinters etc).

In lesson 1, there will be a requirement for the class to understand cue bidding to slam, so that may take some time, and possibly a separate lesson later eg lesson 4.

2/1 allows for cue bidding at a lower level, and may successfully be combined with Blackwood. Many students will not realise this, as they think they are two separate bidding choices, not able to work well together.

Possible Problem Areas:

They will try to jump to two when unnecessary, eg 1♣ p 2♥/♠ (they will say this is 13+ and a GF). Need to explain that it is only when they MUST go to the next level to show their suit, eg 1♠ p 2♣.

They will still feel they need to jump on good hands, eg 1♥ p 2♦ p 3♥, and will want to jump to game rather than using the space under game or slam for other descriptive bids.

Lesson 2

The 1NT Response

Although the original 2/1 system used a Forcing 1NT response (6 – a bad 12), and therefore it was impossible to play in the 1NT response, these days it's acknowledged that there are some advantages in playing (and scoring) 1NT, so the thinking has moved to the fact that while opener, having heard a 1NT response, will try to rebid, on some weakish 5332 hands, they may not want to.

So it's ok (and sensible) here to pass 1NT.

On all other hands opener should describe their shape and point range.

Widening the 1NT response to include medium responding hands is a plus, because bad games are not bid, and good games are not missed.

You should be happy not to play game on misfits where one hand is weak and may have their own long suit.

Explain to students that most of the time the 1NT response is the usual weak variety, ie 6 – 9, but occasionally may now contain 10, 11, or a bad 12 points.

Possible Problem Areas:

As most students struggle with the correct rebids after 1NT responses anyway, the lesson should really just focus on standard thinking for opener to show their shape, eg single suit, second suit etc.

There is a need to explain the advantages of playing in a long suit with a weak hand at the two level, and also of giving false preference.

The area of most difficulty will be showing the difference between rebidding 2NT (the constructive stronger hand) and giving preference to opener's first bid major suit (the weaker hand).

Although the 2/1 responses include 1♦ openings, explain that the 1NT response is only extended for major openings.

1♣/♦ p 1NT does not change (6 – 10)

Although the 2/1 responses are always forcing to game, it's the opposite with 1NT responses. Generally unless opener has a maximum hand, with these misfits, it's better to play a partscore.

Lesson 3

The Next Step. Opener's & Responder's next Bids after 2/1

Main point is that opener shows shape before points after a 2/1 response. Include here the "hard to manage" hands in Standard eg reverses and 4th suit forcing.

Also cover what is the "default" bid for opener, two of the suit or 2NT?

How to show special hands eg a solid suit is described by jumping to 3 of the major, vs a minimum hand without first round controls which may go to game.

Also, that responder's raise of partner's major shows three card support and is strong (1♠ p 2♦ p 2♠ p 3♠) and invites cues unless opener is minimum)

Discuss the differences between opener's 2NT/3NT rebid (1♠ p 2♦ p 2NT/3NT)

Discuss splinter bids when raising the minor (1♠ p 2♣ p 3♥)

Discuss what to raise the minor on (1♠ p 2♣ p 3♣)

With responder's second bid, no trumps guarantees a stopper in the fourth suit (1♠ p 2♦ p 2♥ p 2NT)

What is 4th suit forcing in 2/1?

Possible Problem Areas:

Lack of understanding of reverse bids in general. Ditto 4th suit forcing and fast arrival principles

There will be the tendency to still jump with good hands, and not to describe shape as often as possible.

Lesson 4**Game or Slam**

Show students how convenient it is to cue bid at a lower level once a game force sequence has been set up.

And how good it is to be able to describe good hands slowly to see whether slam should be investigated

Re cue bidding: need to focus on the basic principles:

A trump suit and a game force must be agreed

Cue bid economically starting with the lowest possible control

Don't cue the trump suit, but instead keep that for getting out of the cue bidding sequence

Exhaust first round controls before going to second

Only cue until you have enough information to decide the final contract or to use Blackwood to find out controls in the trump suit

Possible Problem Areas:

As most players are not good at bidding slams, they may be reluctant to use the tools that 2/1 gives. They may jump to game rather than investigating further.

But when they play some practice hands with success at the slam level, they may gain confidence.

They will not realise that cue bidding and Blackwood may be combined, and work well together.

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