**4.6 BRIDGE IN THE SCHEDULE**

Below you can read the example from the Swedish Bridge Federation.

In 2017, the Swedish basic school had to fulfill the following demands from the School Authority. The hours shown comprise all nine years in basic school, not a single school year.

Hour Plan for Basic School

A students has the right of a least number of teaching hour. They are to be distributed according to the table below.

|  |  |
| --- | --- |
| Picture | 230 |
| Home and domestic science | 118 |
| Health and sports | 500 |
| Music | 230 |
| Crafts | 330 |
| Swedish or Swedish as a second language | 1 490 |
| English | 480 |
| Mathematics | 1 125 |
| Geography, history, religion, society | 885 |
| Biology, physics, chemistry, technology | 800 |
| Chosen language | 320 |
| Student’s own choice | 382 |
| **Total hours** | **6 890** |
| Where of school’s choice | 600 |

School’s choice allows the number of hours to be decreased with a maximum of 20 %. However, the number of hours for Swedish or Swedish as a second language, English, and Mathematics are not allowed to be decreased.

To put bridge in the schedule during one year, with, let us say, 2 \* 40 minutes per week, the school must allot 80 minutes of teaching time. Counting 11 lessons in the autumn and 11 more in the spring means that the total number of hours is 80 \* 22 = 1 760 minutes = 30 hours.

Note!

The hours in the table refers to the entire nine years (1-9), so they need to be divided by nine to get the hours per year. A school has 38.2 hours for the student’s own choice, and 60 hours school’s choice. A school can use different solutions. A bridge course will easily match in the student’s own choice or school’s choice. It could also use hours from mathematics, or even Swedish, since bridge helps in communication skills, or health and sports, since it counts as a mind sport.

Thus, there are no obvious reasons for why a school would not be allowed to put bridge in the schedule.

According to rules, a school cannot replace another subject in its entirety with bridge. However, the student’s own choice is a subject which allows any activity that adheres loosely to the school’s objectives, that is, not the specific subjects, but the school’s goals in general. The Swedish general school instructions has a Chapter 3, about which subject should be covered and which knowledge should be provided. Here bridge can be motivated by the subject of mathematics, specifically probability theory and problem solving. Chapter 2 describes general duties of the school (which are not graded), and here it is possible to refer to norms and values, cooperation, problem solving, culture, working with society, etc. Activities under Chapter 2 do not have to be documented by the school unless it is explicitly asked for by someone.  
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Thanks for the fact checks by Svante Ahlberg and Suzanne Lemborn (both school headmasters).