

Developing Foundation Skills

These ideas provide you with a variety of different activities to make learning more interesting whilst at the same time building foundation skills for moving on to change ringing.

Ideas for developing bell handling/control skills

- Whole pull and stand.
- Whole pull and stand. Everyone move one bell to the RIGHT and repeat.

Moving to the right ensures that learners won't move from the tenor to the treble which may cause over pulling and consequent damage to stays!

- Set the bells every third stroke, that is hand stroke and back stroke alternating.
- Everyone takes it in turns to shout out how many strokes to be rung.
- When told the band holds their bells on balance - last man standing wins.
- Ringing tunes, for example Twinkle, Twinkle Little Star.

From standing each bell rings the number of pulls required to ring the tune and then sets.

6 6 2 2 1 1 2 (the 2 sets at back)
3 3 4 4 5 5 6
2 2 3 3 4 4 5
2 2 3 3 4 4 5
6 6 2 2 1 1 2
3 3 4 4 5 5 6

The only bells that don't have to set at back stroke are the 1, 3, and 4.

- Whole band ringing faster or slower taking the change of speed from the treble. *Gives the learner plenty of practise of taking the rope in and letting it out.*
- Stand one bell at a time from rounds. Lose the treble, then the 2 etc.

Having fun with call changes

- People calling in turn. Treble calls first change, 2nd the next etc. One ringer has to bring it back round.
- Call rapid changes – work up to calling changes at every hand stroke.
- Call changes by a person's name instead of by bell number.
- Call changes by place instead of bell number.
- One ringer calls the bells into Queens or Tittums and another calling them back to rounds.
- A learner calling themselves up one or two places and then back into rounds.
- Dodgy call changes - that is a call change immediately preceded (or followed) by a dodge.

A key feature of these exercises is to get the learner used to saying things and controlling the ringing from an early stage.

Practical ideas to help develop leading skills

- Listen to rounds on Abel and hear the handstroke gap.
- Use hand bells to teach leading.

Has the advantage that the learner can concentrate on the sound without having to worry about controlling their bell. Easy to stop and start again. Can use group counting - one, two, three, four, five, six, one, two, three, four, five, six, GAP (or sniff or snort or any sound to fill the gap.)

- Ringing in rounds or queens following each other at alternate stokes. Start with the treble ringing alone then bring in the 2nd, then the 3rd when the 2nd has settled down etc. Effectively each bell is leading off the bell in front of it.

A difficult exercise where each ringer has to use visual and listening cues to follow the bell in front just as the treble does off the tenor when ringing rounds.

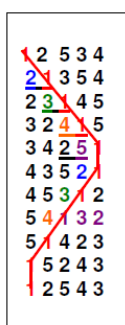
- Learner is on the treble. Ring a whole pull of rounds. All set their bells apart from tenor. Tenor rings a whole pull then everyone joins for a whole pull of rounds with the treble having to pull off from the tenor. Repeat as necessary.

Practical ideas to help develop listening skills

- Ringers to face outwards from the circle – rounds, tenor covering to double or plain hunt. *One ringer at a time. Several ringers. All ringers together.*
- Ringing the “J” key on the computer to Abel.
- Covering to Abel on a simulator.
- Ringing small numbers of bells, 3 or 4.
- Ask a “volunteer” to identify striking problems.

Practical ideas for building up to ringing Plain Hunt

- Plain hunt on 3 bells.
- Ring methods where the learner hunts to 2nds or 3rds place but over changing bells. (see next page for diagrams.)
- Place Counting.



Use call changes to call the 5th bell down into 3rds place before starting Plain hunt.

*This will allow a treble ringer to hunt up through the bells in numerical order thus **making an easy step to place counting.***

The same effect can be achieved by using a Grandsire start.

- Whole pull Plain Hunt

Allows a longer period of time for the learner to see and think.

- Plain hunt with a variable number of bells. *All bells are rung and plain hunt is called on varying numbers of bells from 3 to 6 (or 8) allowing the learner to build up and consolidate.*

