
Stedman Doubles –Teacher’s Notes

This toolbox contains resources and ideas for teachers who wish to run a Stedman Doubles workshop. The amount that can be covered will depend on the time available – whether it runs for half a day, a whole weekend, or over a series of workshops. This part of the workshop aims to provide a good grounding in ringing plain courses of Stedman Doubles.

The second part of this workshop concentrates on ringing and calling touches. This can be scheduled at a later date.

Target students

Ringers who can already ring touches of at least one other doubles method and who now wish to learn to ring plain courses of Stedman Doubles. If ringers have already rung several other methods, some of the steps in this workshop will probably be easier for them.

Helpers

- A minimum of six helpers are required. The more competent the helpers the better the ringing will be.
- Helpers should be able to ring Stedman Doubles without hesitation and with good striking.
- Don’t forget to invite a really reliable tenor ringer as this will help considerably with rhythm and striking.
- Helpers should also be able adapt to ringing other related preparatory methods.

Download crib sheets for unfamiliar methods from the Stedman Doubles Toolbox and circulate to helpers beforehand:

- [Cloister Doubles](#)
- [Lleyn Minimus](#)
- [Stedman Slow Work](#)
- [Erin Doubles](#)
- [Yeoveney Bob Doubles](#) (optional)
- [Longford Bob Doubles](#) (optional)
- [Derbyshire Bob Doubles](#) (optional)

Practical targets

- To ring a plain course of Stedman Doubles from at least two different inside bells.

Theory targets

- To understand the concept of a principle.
- To understand the specific jargon related to Stedman.
- To understand the structure of Stedman.
- To understand the concept of slow and quick.
- To understand the place bells and the different starts.

Teaching Resources

- White board or equivalent
- Marker pens
- PowerPoint – Workshop Presentation (*Stedman Doubles Toolbox*)
- Notes for theory sessions (*Stedman Doubles Toolbox*)
- Laptop and projector

Print out (and where appropriate laminate) some of the theory games, such as:

- [Stedman Doubles dominoes](#)
- [Stedman Doubles crossword](#)

These can be used by ringers who are sitting out or played as part of a theory session.

Learning Resources

- Crib sheet – [Stedman Doubles Explained](#)

Circulate the crib sheet to the students beforehand. Reassure students that they do not need to memorise all or any of these before the workshop, it's just for information.

Introduction

Each course should start with a short introductory session of 10 minutes or so when the teacher introduces themselves, explains the outline of the course and the course objectives. During this session the teacher should allow time for the students to introduce themselves and state what they hope to get out of the course.

Practical sessions

Placing the band

Place your band to give the student the best learning experience. If possible, assign someone to stand behind the student, who will also debrief them after the touch.

- Students should be put into touches individually.
- They should be the only ringer who is not proficient at the exercise.
- If there is more than one ringer not striking correctly or not ringing the exercise correctly the student will not be able to hear where they are accurate or inaccurate and will not be able to learn from the practice session.
- Another student may be able to ring the tenor.

Where to start

If you are running the session(s) for your own tower, you'll have a fairly good idea of the level of skill of each of the students. However, if this event is being run as part of a branch or district training programme, you may need to start the workshop by checking each student's level of skill – they might already be fairly competent at ringing Stedman Doubles and need a bit of fine-tuning or they might need to consolidate basic knowledge of the method. The workshop is designed to accommodate students of different abilities.

Preparatory exercises

Activity: right and wrong hunting

Explain what wrong hunting and wrong leading is, and that wrong hunting may well feel strange to those who have not tried ringing it before. Make sure ringers are familiar with the relevant jargon such as 'lead wrong'.

Introduce wrong hunting in steps:

- Ring plain hunt starting at backstroke or with the bells going in the wrong direction (odd bells in, even bells out, the treble striking one blow in lead at handstroke before starting to hunt).
- Ring [Lleyn Minimus](#), a simple minimus method where some of the bells wrong hunt, with two covers. Lleyn can be learned quickly by students and helpers and introduces wrong hunting for two of the bells.
- Ring [Yeoveney Bob Doubles](#) or [Longford Bob Doubles](#). Both methods introduce wrong dodging on the front and might provide a bit of challenge and variety for your helpers.

The component parts

Activity: Stedman Slow Work

Using the [Stedman Doubles Explained](#) crib sheet, explain terms that crop up in Stedman, such as lead full, snap, whole turn, point.

- Ring [Stedman Slow Work \(or Stedman Singles\)](#). This gives an opportunity to practise the Stedman frontwork on its own.

Activity: Cloister Doubles

Using the [Stedman Doubles Explained](#) crib sheet, introduce jargon that might be relevant, such as quick and slow work. Show the backwork in 4-5 and discuss how to count the double dodges.

- Practice the 4-5 double dodges from the Stedman backwork using a simple kaleidoscope exercise, such as the one in page 2 of this crib sheet – [advanced kaleidoscope works](#).
- Ring [Cloister Doubles](#) (sometimes known as St Helen's) with the student ringing one of the bells that double dodges at the back.

Activity: Erin Doubles

Erin is a principle which has a lot in common with Stedman. It is simpler than Stedman because bells always go in and out slow. Ensure that helpers are familiar enough with Erin Doubles to strike it well enough to support the student.

- Ring plain courses of Erin – [Erin Doubles](#).

You may return to Erin Doubles later one, when students are learning touches for practising singles.

Activity: Stedman Doubles

If ringers are feeling comfortable with all the preparatory exercises, they may feel ready to ring a plain course of Stedman Doubles, with a steady band. As the plain course is just 60 changes long, it should be possible for each student to have at least a couple of rings, preferably starting on a different bell each time.

Ringers who are keen to develop their calling skills may wish to say 'go' and stop' for the plain course.

After the session

- The student will benefit from keeping ringing Stedman Doubles to maintain and develop their skills. They should work towards ringing it confidently starting on any bell.
- Attend a Ringing Touches of Stedman Doubles workshop.