
Grandsire Doubles – Teachers’ Notes

This toolbox contains resources and ideas for teachers who wish to run a Grandsire Doubles workshop. The amount that can be covered depends on the time available. The workshop can run for half a day, a whole weekend, or over a series of workshops. The second part to this workshop concentrates on ringing and calling touches which can be scheduled at a later date.

Target students

Ringers who have completed Learning the Ropes Level 3 – who have rung one quarter peal on the treble and one on the tenor (or two on the treble) and who are now ready to move on to learn methods. Students will need to be able to plain hunt confidently on any bell.

It may be that the ringers taking part have already learned another method such as Plain Bob Doubles with Grandsire as their second method, or Grandsire could be the first method they will be learning. If ringers have already rung another method, many of the steps in this workshop will probably be easier for them and learning should be quicker.

Helpers

- A minimum of six helpers are required. The more competent the helpers the better the ringing will be.
- They should be able to ring basic doubles methods 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.
- They should also be able adapt to ringing other related preparatory methods.

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

- [Flying Dutchman](#)
- [Cloister Doubles](#)
- [Grandsire Minimus](#)

Practical Targets

- To ring a plain course of Grandsire Doubles starting on all three working bells.

Theory targets

- To understand the concept of a circle of work and to learn the order for Grandsire.
- To understand the concept of the blue line.
- To understand the meaning of a place bell and different starts.
- To be aware of where the treble is passed in relation to different pieces of work.
- To be familiar with the concept of a second hunt bell.
- To understand the concept of double dodging in 4-5 and the treble clues to this.

Teaching resources

- Whiteboard or equivalent
- Marker pens
- PowerPoint – Workshop Presentation (*Grandsire Doubles Toolbox*)
- Laptop and projector

Paper copies of [Quiz](#), [Crossword](#), [Wordsearch](#), [Dominoes game](#), and the [Plain Course crib sheet](#) from the Grandsire Toolbox. These theory games can be used by ringers who are sitting out, or during a tea break.

Learning resources

- Crib sheet - [The Plain Course Explained](#)
- Pens or pencils for quizzes (ringers to bring their own).

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

Introduction

Each course should start with a short 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 method.
- If there is more than one ringer not striking correctly or not ringing the method 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 treble or 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 participant's level of skill – they might already be fairly competent at ringing Grandsire and need a bit of fine-tuning, or they might need to consolidate basic skills. The workshop is flexible enough to accommodate people with different abilities.

A possibly challenging situation arises if a student claims to already be able to ring Grandsire plain courses, but you may discover that they are doing this by memorising bell numbers rather than ringing by place and treble signposts.

The Grandsire start

- **Activity:** To warm up, start by ringing [Flying Dutchman](#) which is Plain Hunt with a Grandsire start (warning, it doesn't come round so you'll have to just call 'rounds' when you want to finish). Ring this a few times with students moving round to different bells. As it's really just Plain Hunt, it may be fine for more than one student to ring at the same time. Watch out for any ringers who have difficulty ringing this, it may be an indication that they have memorised the order of bells for Plain Hunt and need additional time developing the skill of ringing by place.
- **Theory:** Explain the concept of a Grandsire start which may be a new concept. Show the [diagram of the plain course](#) and point out how the third bell starts with an extra blow before hunting in whilst the fourth goes straight out to fifth place, in the middle of a dodge.

The second hunt bell

- **Activity:** Another method which has a Grandsire start, [Cloister Doubles](#) offers an opportunity to learn the concept of a second hunt bell, because the second and third bell are hunting together whilst the other three bells ring the method. Ringers may have already rung Cloister Doubles as a foundation skill, so this should be familiar. This also introduces the skill of ringing thirds and back to lead, one of the pieces of work in Grandsire. Ask helpers to ring the working bells, with students ringing the 2 and 3. If necessary, a helper can stand behind and point out the second hunt bell. As this method only involves the hunt bells hunting on 3, this should be immediately apparent.
- **Theory:** Using the diagram again, show how the second bell is a hunt bell in the plain course of Grandsire, point out how it follows (or courses) the treble. Explain that in Grandsire, even after a call, one bell will always be a hunt bell and that this is what you should be doing if a conductor says 'you're in the hunt'.

Making thirds over hunt bells

- **Activity:** [Grandsire Place Minimus](#) is a very short, twin hunt method which also allows ringers to practise making thirds over both hunt bells. This doesn't take very long to ring but can be useful in developing ropesight and treble awareness for this piece of work.

Dodgy call changes

Ensure that all ringers are familiar with dodging. This will have been covered at foundation level, but a quick recap and refresher is a good way to start and build confidence and fine tune any striking difficulties. If workshop participants have rung Plain Bob previously, they will be familiar with dodging in 3-4, and dodging in 4-5 may feel strange initially.

- **Activity:** Call bells into a call change and ask the ringers in 4-5 to dodge. Call another change, ask the ringers in 4-5 to dodge. Repeat this several times and draw attention to the dodge being in 4-5.
- **Theory:** Using the diagram again, point out the dodges in 4-5 and explain the difference between dodging up and dodging down.

4-5 Dodges

- **Activity:** Using [Cloister Doubles](#), students can take turns at ringing one of the working bells to practise dodging in 4-5, with plain hunt in between. Ringers who were solid with ringing the hunt bells earlier can also take part in the same piece of ringing. Ringing the double dodges in 4-5 is also good preparation for ringing touches of Grandsire Doubles later on.
- **Theory:** Using the Cloisters diagram, show what dodging up and dodging down look like, then show this on the Grandsire plain course diagram.

Walking through Grandsire Doubles

In the same way that ringers might have [walked through Plain Hunt](#), you can start to introduce treble signposts by walking through Grandsire.

- **Activity:** The treble ringer should wear a hat, or red jumper, badge or even a hi-vis vest – anything that makes them easy to spot. Five workshop participants stand in a line and when ‘change’ is called, they move up or down in the row, being aware of where they pass the treble ringer. As this starts to become easier, swap around so that each ringer has the opportunity to start from a different place in the line.
- **Theory:** First, show the diagram of Grandsire and point out the treble passing points for making thirds, dodging 4-5 up and dodging 4-5 down. Explain the rule for knowing whether to dodge 4-5 up or down – ‘as you hunt up, pass the treble, then the hunt bell, then dodge and lie’, or ‘if you pass the hunt bell in 5ths place, lie and dodge 4-5 down’

Ringling Grandsire

Students should now be ready to ring a plain course of Grandsire Doubles. Encourage everyone to start on a different bell each time they ring.

- **Activity:** Ring a plain course of Grandsire with one student on a working bell at a time and a helper to stand with them who can give positive feedback and advice if needed. As a ringer becomes more confident with ringing the plain course, ask the helper to point out the treble so that the ringer becomes familiar with spotting it. As each ringer becomes more proficient, you can start to include more in the same piece of ringing, either on hunt bells or inside if they are solid. The important thing is to get ringers moving round to different start bells and not becoming too attached to one bell.

After the course

All workshop participants will benefit from Grandsire practices afterwards, to help consolidate what has been learned. If they are working towards their Learning the Ropes Level 4, they are well on their way towards progressing already, so it could be a good time to help them set a goal of ringing touches and ultimately a quarter peal.

A second workshop toolbox which concentrates on ringing and calling touches of Grandsire is available and this could be organised for the same group of ringers as a follow up.