



# ART WORKS

Association of Ringing Teachers • [www.ringingteachers.co.uk](http://www.ringingteachers.co.uk) • November 2012



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## Chairman's Chatter

By Pip Penney

[pippenney@ringingteachers.co.uk](mailto:pippenney@ringingteachers.co.uk)

### ITTS in demand

Eight Teaching Bell Handling courses were run between the end of August and the end of October with another nine booked. Two Teaching Elementary Change Ringing courses were run in the same period with a further four planned.

### Ringling Foundation grant

There is a tremendous amount of administrative work engendered by all these courses, the Moodle admin system became completely overwhelmed and several tasks have been taken over by volunteers as far apart as Derby and Devon. Obviously this is not an ideal situation. The Ringling Foundation have awarded the ITTS a grant payable over 2 years for a part-time administrative assistant to co-ordinate the various activities and bring them back under one site. It is hoped the new employee will be in post before the end of the year and will be single point of contact for members and course delegates.

### Mentor accreditation change

From January 2013, if a Mentor wishes to go ahead with accreditation, in the case of the teacher to whom they have been allocated not proceeding to teach a new ringer, they will be required to complete the online theory test as they do now, but also take one new ringer of their own through to certification at Level 1 on Learning the Ropes.

### Move on to Module 2

Have you booked onto a Teaching Elementary Change Ringing course yet? If you have not yet attended the course, contact your local organiser or your ITTS Course Tutor to book yourself on a course. It has lots of ideas for bringing on your learners. Jon Tallis, who attended a course on the 29 September, said, "At the beginning of the day I was mildly sceptical as to whether I would learn anything new, but boy! I was wrong. The resources for



practical and mental learning provided a plethora of great ideas and techniques". To attend the course your own personal ringing must be to Plain Bob Minor inside (quarter peal) level as a minimum.

### New Charges

From January 2013 there will be a fee for attending an ITTS module. This fee has been set at £10.00 per delegate. It is felt by the ART Management Committee that a small fee such as this will ensure that those attending the course have a commitment to it, following examples of courses having to be cancelled at the last moment and delegates not attending.

There will also be an annual £5.00 fee for membership of the ART. Inclusive within this fee is public liability insurance for all members.

**Register for the ART AGM  
2013 – see page 7**

# Lessons in Language: "Hold On!"

To Hold or not to Hold that is the question...

By Graham Nabb

Bell ringing terminology can be a secret code to the outsider and so often we take for granted an understanding of what we mean when we use, what are to us, familiar words.

When we teach, if we are to communicate well we have to place ourselves in the position of the learner and ensure the words we use are fully understood. We may even have to modify normal understanding of some words and phrases to generate the correct action from the beginner

I hope to deal with several examples of this in ART WORKS. My pet hate is 'Hold'. My dictionary says it is to 'keep fast; grasp (esp.in hands or arms)' Is that really what we want? I know a number of ringers who 'keep fast and grasp' the tail end with terrible consequences at handstroke and others who are so worried about not 'keeping the tail end fast and grasping it' that they can barely ring as they concentrate on holding the rope. They often spend a fair time with rope flailing around putting the ringer next to them in danger! This originates in lesson no 1. Your new learner - who knows nothing about ringing - has just had a tour of the bells and is keen to get hands on. There is a discussion about being right or left-handed and when decided he (or she!) is



told that the left (or right) hand will hold the rope. They go on to do backstrokes and maybe other exercises. But they will remember the first instruction of their teacher, mentor and fount of all knowledge. Wishing to ensure they prove they are listening and are keen to achieve, they will ensure that at all times the rope is held ('keep fast; grasp) in their left hand. Getting them to open their fingers later on will be a struggle and you will have to do many hand transfer exercises!!

But back to our learner - they are happy; they have done as instructed and when they return home after their first taste of ringing they will tell the family what they have learned – to HOLD onto the rope and PULL – a lesson they will never forget – is that what we wanted??

Strangely you don't have to find an alternative word – when you have sorted out which hand goes above which on the rope and do exercises and backstrokes the H word is not required. Much care has to be taken when doing the hand transfer movement and introducing handstrokes to avoid its use. Sometimes you may have to just say 'it rests' in your hand if you need to. Or it stays there. Much more relaxed words that make the learner feel they don't have to concentrate on 'holding' it!

I will deal with PULL next time...

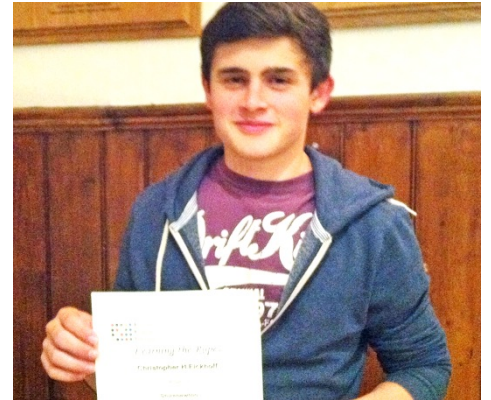
For further information contact Graham Nabb via [grahamnabb@ringingteachers.co.uk](mailto:grahamnabb@ringingteachers.co.uk)

# Latest Top Results

Learning The Ropes scheme continues to grow and thrive

## Christopher Achieves First Level 5

Christopher Eickhoff, aged 16, who rings at Shirenewton in the Llandaff & Monmouth DACBR rang his first quarter-peal of Plain Bob Doubles inside on 27th July. The quarter was rung to celebrate the opening of the London 2012 Olympic Games. It was also was the last requirement which Chris had to complete to tick all the boxes required to gain his Level 5 certificate on the Learning the Ropes progressive scheme for new ringers, which is provided by the Integrated Teacher Training Scheme (ITTS). He is the first person on the scheme to reach Level 5.



## 50th Learning The Ropes Certificate Awarded

9-year-old Alice Kaye has become the recipient of the 50th LTR certificate. Alice recently has passed Level 1 of the Scheme. Alice is a ringer from Offchurch, although she hasn't rung there yet because the bells are too heavy! She was taught to ring by Jonathan Tallis at The Harry Windsor Ringing Centre during the summer holidays.

## Learning The Ropes used at first Summer Camp

St Martin's Guild held the first ever Summer Camp in Birmingham this year. The teachers were all ITTS trained and successfully used the Learning The Ropes progressive learning scheme. Organiser, Arthur Reeves, writes, "Because there would be several tutors teaching each student, we all had to follow a consistent teaching pattern. We adopted the clear and consistent programme of the ITTS to follow. We issued each recruit a Level One progress record, which enjoyed using, and provided each tutor with an easy and quick reference to see how far each student had progressed."



## New Ringers Personal Progress Logbooks available now

The second edition of the Ringers Personal Progress Logbook is now published. It has been redesigned and is now a high quality booklet. There have been pages added at the beginning to give new ringers small targets early on in the learning process, to help them to feel they are achieving right from the very beginning of their ringing careers. Order your booklets and apply for certification for your new ringers on the Moodle site when they have achieved a new level.



# Teaching Tips #2

## IDEAS for Teaching Bell Handling

There are 3 major ways in which people learn new skills. Individuals show a "style" or "preference" for learning in a certain way and they will find it much easier to learn if they are taught in the way that makes the most sense to them. If the subject matter is not presented to them in a way which "makes sense" to them, that is, the material is presented in a way which does not coincide with their learning style then learning will be slowed.

The three learning styles are...

- Visual (or seeing)
- Auditory (or hearing)
- Kinaesthetic (movement/doing)

### The Visual Learner

Will relate to being shown what to do and will learn best from demonstration.

### The Auditory Learner

Will learn best from the spoken word, which is explanation.

### The Kinaesthetic Learner

Will learn best from practice and actually "doing", he or she will have to get the "feel" of the movement.

Most people have a mixture of learning styles but often there is a dominance of one particular style. Very few people are exclusively one style but most are biased towards one. So teachers give

input to a preferred but not exclusive channel.

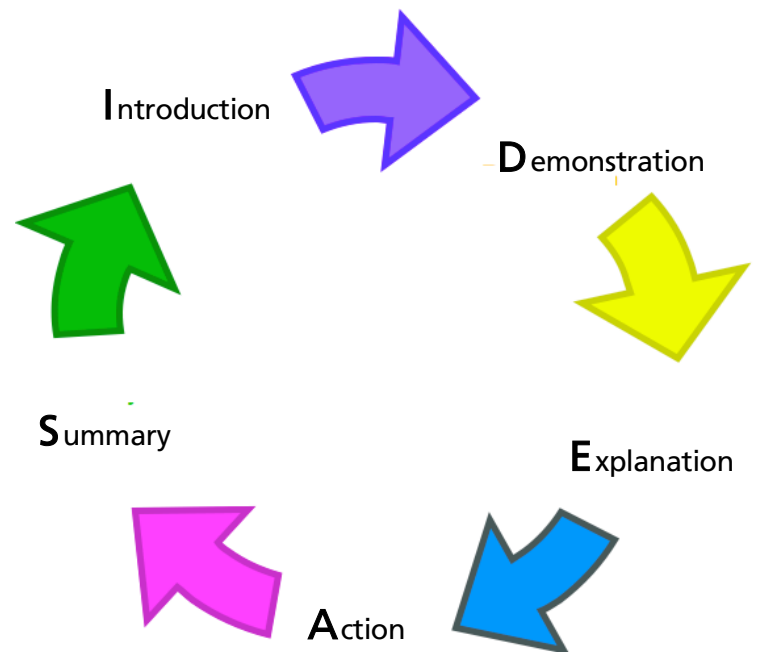
Often a teacher has no knowledge of which way a new ringer will learn best. Some learners will know their learning styles but many will not. To ensure that all learning styles have been catered for in the early lessons a teacher can teach with IDEAS.

### IDEAS

Introduction  
Demonstration (for visual learner)  
Explanation (for auditory learner)  
Action (for kinaesthetic learner)  
Summary (to reinforce learning)

By teaching with IDEAS all angles are covered and the teacher can ensure that each learner gets sufficient information to start off with the activity.

An example of using IDEAS to teach is when teaching hand transfers between the sally and the tail end...



### Introduction

This should be short and succinct – "This exercise is to teach you how to transfer your hands from the sally to the tail end after ringing the handstroke".

### Demonstration

This should be performed at normal speed, and be repeated so that the new ringers can see the movement from every angle. This demonstration gives the new ringer a rough idea of the overall shape and timings for the action. First impressions are hard to change so the first demo is extremely important

### Explanation

The explanation emphasises the key points. This can be talked through using positioning of the hands on the sally and rope when the bell is down. "The hands should remain close together at all times - the tail-end should be in the cleft between the thumb and side of the hand visible on the ringers side of the sally – as

the hands leave the sally they should move quickly and vertically down to a low and central finishing position at the bottom of the stroke - the top hand has to overtake the lower hand and join the rope underneath”.

### Activity

The new ringer then imitates the movement. The activity phase should be the largest part of the whole process. It should start with the new ringer performing the actions in slow motion on a static rope with the bell down.



Correct grip on tail-end

Correct grip on sally

Once they have got the idea they can transfer onto practice on a bell that is up. (In this case the new ringer is just practising pulling off the handstroke and

ringing the following backstrokes, the teacher sets the bell).

If a new ringer is having difficulty taking hold with the correct grip he or she is likely to be a kinaesthetic learner and the teacher may have to position the hands on the sally and place the tail-end in the correct position. It should be noted that the activity phase will help the kinaesthetic learner to get the idea of what is required but it is also important for every learner to be given sufficient time to practise and develop the skill.

### Summary

This is the review of the exercise and should involve input from the new ringer and the teacher. The new ringer can explain how it felt to him or her, what was difficult and what was straightforward.

The teacher can use the summary as an opportunity to give feedback to the new ringer as to what was good in the performance and what still needs to be worked on.

### Spotlighting

This can be used during the explanation or as a means of feedback before the new ringer attempts the action again.

Spotlighting involves focussing the new ringer's attention on one particular aspect of the action, such as the movement of the top hand as it leaves the sally and joins the rope at the bottom of the movement. For example the teacher might say "Watch the top hand now – see how it has to overtake the other hand to get to the bottom of the stroke to join with the other hand on the tail-end".

This feedback and spotlighting process can be used again in a loop, each time focussing on a particular part of the action, such as the grip on the sally or the finishing position on the tail-end, becoming more specific as to what the new ringer should focus on.

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## News Flash: We're getting social

The Association of Ringing Teachers is now active on Twitter and Facebook. Posting weekly updates of recent courses, news about the ITTS and plenty of photos too. If you're on Facebook visit our page and click 'Like' or if

you prefer Twitter, you can 'Follow' us via our page there.

If you prefer email, you can subscribe to all the latest news, information and course reports to be delivered via email.



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# Know the facts for teaching with children and vulnerable adults

## Code of Conduct Regarding the Training of Children and Vulnerable Adults

1. All members shall adhere to the safeguarding policy for the activity applicable to the venue where the event is taking place.
2. Members shall provide evidence of CRB disclosure where necessary.
3. Each group training session shall be led by two members. Try to have a man and a woman at each mixed age event.
4. Teachers should avoid one-to-one working with children. Make sure there is another adult present.
5. If a one-to-one scenario cannot be avoided, the teacher should record the activity and circumstances.
6. Do not take children alone in a car, however short the journey.
7. Do not take children to your home as part of your organisation's activity.
8. Do not allow children or vulnerable adults to use



inappropriate language unchallenged, or use such language yourself.

9. Physical contact with children/vulnerable adults should be kept to a minimum.

10. Ensure that any contact is:  
a. Appropriate and meets the need of the trainee rather than the trainer.

b. understood by the trainee  
c. open to scrutiny of others

11. Do not make teasing or provocative comments to a trainee which could be misunderstood or misinterpreted.

12. Always listen carefully to what trainees have to say.

13. Any suggested or actual incident of inappropriate behaviour toward a child or vulnerable adult must be reported immediately to the safeguarding officer responsible for the location at which the incident occurred, and Graham Nabb.

14. Members leading a session should not smoke or use alcohol or illicit drugs.

For more information, contact Graham Nabb via [grahamnabb@ringingteachers.co.uk](mailto:grahamnabb@ringingteachers.co.uk)

# Be there for the ART AGM 2013

9 March 2013 – Kineton (Warks)

An action packed day for ART Members and ITTS Course Delegates

Book your place using form on next page or online via Moodle

9.00 – 9.15	Members assemble (ART Members only)	
9.15 – 9.20	Chairman's Welcome	
9.20 – 10.15	AGM (ART Members only)	
	Full members – voting rights, Associate members – no voting rights	
	<b>Non ART Members arrive</b>	
10.20 – 11.15	'Making things happen'	Mark Regan
11.15 – 11.30	Questions to Mark Regan	
11.30 – 11.50	<b>COFFEE</b>	
11.50 – 12.10	Safeguarding Health & Safety	Graham Nabb
12.10 – 12.30	Getting the best out of Moodle	Christine Stanley
12.30 – 1.30	<b>LUNCH</b>	
1.30 – 3.30	OPTION 1 Master class (2hrs) 'Teaching your band to raise and lower in peal'	Catherine Lewis
	<b>OR</b>	
1.30 – 3.30	OPTION 2 Master class (2hrs) 'Calling touches to develop ropesight'	Peter Dale
	<b>OR</b>	
1.30 – 2.30	OPTION 3 Mentoring workshop (1hr)	Pip Penney
2.30 – 3.30	Interactive sessions	
	<ul style="list-style-type: none"><li>Working with youth groups (30mins)</li><li>Recruitment (30mins)</li></ul>	Graham Nabb/Roger Booth Colin Ward
	<b>OR</b>	
1.30 – 2.00	OPTION 4 <ul style="list-style-type: none"><li>Group Teaching (30mins)</li></ul>	Frank Seabright
2.00 – 2.30	<ul style="list-style-type: none"><li>Targeted LtR practices (30mins)</li></ul>	Graham Nabb
2.30 – 3.30	Interactive sessions	
	<ul style="list-style-type: none"><li>Working with youth groups (30mins)</li><li>Recruitment (30mins)</li></ul>	Graham Nabb/Roger Booth Colin Ward
3.30 – 3.50	<b>TEA</b>	
3.50 – 4.30	'Ringing Style' – Premiere of new ART training film	
4.30 – 5.00	Discussion	
5.00 onwards	Open ringing at HWRC, Kineton (ART Accredited Ringing Centre)	

Master classes will be limited to six people. Places will be allocated on a first come first served basis

If you do not attend a master class... From **1.30 to 2.30** you have the option of a *Mentoring workshop* for one hour, or a session containing two topics, *Group teaching* and *Targeted practices* each one lasting 30 minutes. From **2.30 to 3.30** there are interactive sessions on *Working with Youth Groups* and *Recruitment*

# AGM 9 March 2013

Kineton Village Hall  
Mill Lane, Kineton, CV35 0LA



- Lots of ideas for developing...
  - Your ringers
  - Your band
  - Recruitment
- Master classes to develop your own skills
- Meet other ITTS teachers for discussion

APPLICATION FORM					
Association of Ringing Teachers AGM 9th March 2013					
Kineton Village Hall					
Name					
Address					
Post code			Phone		
ART Member?	YES		NO	COST	Members £4.00 / Non-Members £6.00
Payment	By Cheque: - Payable to A.R.T. Send to Gill Hughes, 3 Becksitch Lane, Belper, DE65 1 UZ				
	By BACS transfer <i>[with reference to ART – AGM]</i> Sort code: 40 10 07 Account number: 51503723				
Gill Hughes e-mail	gillhughes@ringingteachers.co.uk				
AND AFTER LUNCH					
Which choice? Please tick box		Choice 1	Choice 2	Choice 3	Choice 4
Choices 1 and 2 are limited to six delegates [first come first served]					
<b>CHOICE 1</b> 1.30 – 3.30	Master class (2 hours) • Teaching your band to raise and lower in peal			Catherine Lewis	
<b>CHOICE 2</b> 1.30 – 3.30	Master class (2 hours) • Calling touches to develop ropesight			Peter Dale	
<b>CHOICE 3</b>	• Mentoring workshop: 1.30 – 2.30 • Interactive sessions (30 mins): 2.30 – 3.30 <ul style="list-style-type: none"> <li>▪ Working with youth groups</li> <li>▪ Recruitment</li> </ul>			Pip Penney  Graham Nabb/Roger Booth Colin Ward	
<b>CHOICE 4</b>	• Group Teaching: 1.30 – 2.00 • Targeted Learning the Ropes practices: 2.00 – 2.30 • Interactive sessions (30 mins): 2.30 – 3.30 <ul style="list-style-type: none"> <li>▪ Working with youth groups</li> <li>▪ Recruitment</li> </ul>			Frank Seabright Graham Nabb  Graham Nabb/Roger Booth Colin Ward	
<b>Sandwich lunch provided; cost £4.00 on the day</b>				Tick here if you don't want lunch	
For admin only	Delegate number ..... Choice .....				



## Learning The Ropes

# Records of Achievement Aug, Sep & Oct 2012

Compiled by Peter Bennett

### Level 1

Aine Widdecombe - Bredwardine  
Julie Minch - North Leigh  
Carl Jenkins - Northfield  
Mike Goodison - Dunblane Cathedral  
Emma Kent - St Merryn Church, Cornwall  
Samantha Stout - St Merryn Church, Cornwall  
Brian Wood - St Merryn Church, Cornwall  
Neil Toussaint - St James the Great, Cradley  
Miles Stockton - Harborne  
Rose Horton - Harborne  
Alice Kaye - Offchurch  
Roger Price - Bosbury  
Matthew Price - Bosbury  
George Southam - Farnborough  
Richard Pinnock - St Martin's Guild Summer Camp  
Alison Tite - Horley  
Julia Tite - Horley  
Rick Kaplan - Farnborough  
Richard White - Farnborough  
Edward Hodge - St Martin's Guild Summer Camp  
Luke Bentley - Perry Barr  
Tawana Machiridza - Perry Barr  
Ian Wharton - Perry Barr  
Eleanor Tout - Shirenewton  
Clare Beaman - Offenham, Worcestershire  
Rachel Hurst - Solihull  
Denis Kynaston - HWRC Kineton  
Tormey Slater - Staplegrove  
Ian Reynolds - Bishops Lydeard  
Sandra Baldwin - Bishops Lydeard  
Antonia Coleman - Bishops Lydeard  
Jack Hardy - St Mary's, Glasgow  
Ben Brain - North Curry, Taunton  
Mark Hawes - Bishops Lydeard, Taunton  
Brad Baker - Mitcheldean

### Level 2

Mike Goodison - Dunblane Cathedral  
John Medley - St James the Great, Cradley  
Julie Minch - North Leigh  
Rose Horton - Harborne  
Jason D'Arcy - Harborne  
Ian Wharton - Perry Barr  
Tawana Machiridza - Perry Barr  
Paul Kaye - Offchurch

### Level 3

George Watson - Bosbury  
Nigel Dick - Lightorne  
Luke Marsden - Bishops Itchington

### Level 5 (Doubles)

Christopher Eickhoff - Shirenewton

There have been no further passes of Level 4 (Doubles). As yet, there are no New Ringers who have passed Level 4 (Minor) or Level 5 (Minor).