



## Chairman's Chatter

By Pip Penney

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

### ITTS has new administrator

Angela Roskelly, a ringer from Warwickshire, started in her new job as part-time administrator for the ITTS at the beginning of December 2012. Enormous strides forwards have been made since her employment. All the various jobs that were being undertaken by volunteers all over the country have now come back together under one roof.



This is particularly important for the accuracy of the data recorded. Angela has started to improve the image of the Moodle website. She has organised a communication system so that we can contact all 500 ITTS Day Course delegates

registered on the Moodle website or any group of delegates such as Mentors, Teachers who have attended Module 1 or ART Members.

Communication is tremendously important in an organisation such as ours and it is really great that the system is now in place.

### First ever ART AGM

Have you booked your place on the AGM on 9th March in Kinton? An action packed and informative day is planned with the keynote speaker being Mark Regan from the Worcester Cathedral Teaching Centre.

Would you like to know how to make things happen in your area? His talk with the title of "Making things happen" may be just what you need to get started!



### New Training DVD

A new training DVD "Learning the Ropes – a guide to teaching and the art of bell handling" will be released and previewed at the AGM.

This is exciting new project which will be useful to all those who have attended a Module 1 – Teaching Bell Handling course and find you would like a little revision of the techniques brought to you in the comfort of your own home.



It will also be useful to new ringers too as they attempt to perfect their own handling style.

The price of the DVD will be £15 for the general public and £12 for ART Members.

### ART Membership Cards

Each year when renewing membership, ART Members will be issued with a membership card with their personal details on and a membership number. This membership number can then be quoted to get reduced costs.



Membership will be £5 p.a. and members will be able to quote their membership number to get, for example, reduced entry fee of £2 to the AGM and reduced cost on the new DVD of £3.

So if a member purchases a DVD and attends the AGM the net effect will be that their membership fee has been cancelled out by these price reductions!

### Learning the Ropes (LtR) Badges

Small tin badges have been produced for Levels 1 and 2. When you submit your new ringer for a certificate you will have an option of ordering a badge at the same time.



The price will be 30p each. If the sales go well we will extend the system to Levels 3-5 as well.

Over 130 new ringers have been awarded certificates through LtR. How many new ringers do you have on the scheme?

### Demand for ITTS Courses rises

The trend is continuing upwards. Six ITTS Course Tutors ran courses for the first time in 2012 and there are 3 more Tutors who have come on board and have yet to run their first course.

### Youth Groups Network

The work to set up a group focussed on developing youth/school groups and providing a network of support is moving forward. If you are running a group of youngsters we are keen to hear your experiences. If you are thinking of developing such a group we have experiences to share and/or can put you in touch with others who are running groups. Contact Graham Nabb via [grahamnabb@ringingteachers.co.uk](mailto:grahamnabb@ringingteachers.co.uk)

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## Show your face 😊

By Frank Seabright

Upload your photo to brighten the Moodle website today! It is an easy job to upload a photo so please can you do it now. Don't put it off, you will forget!

1. You need, on your computer, a photograph of yourself that is reasonably close up. Easiest way is to get someone to take a photo of

you with a mobile phone and upload it or email it from the phone, to your computer. If this is gobbledegook to you ask a wizzy young ringer to do it for you!

2. Log in to Moodle at [www.ringingteachers.co.uk](http://www.ringingteachers.co.uk)
3. Click on one of your Courses
4. Click on 'Participants' (top left)
5. Click on your name
6. Under your name click the tab 'Edit Profile' (See NB below if replacing photo)
7. Scroll down the page until you get to the section 'Picture of'

8. Click the button 'Choose file' and search your computer for the photo that you want to use and click on the file. You must choose a file with a size of less than 64Mb (almost all photos will be).

9. Scroll to the bottom of the page, click button 'Update profile' You may need to refresh the page to see your photo in your profile.

**NB** If you are replacing an existing photo, you will need to tick the delete box and click the 'update profile' button before 'Choosing file' of new photo.

# Learning the Ropes for all trainees

Register your new ringers to gain full access to the scheme

The Learning the Ropes (LtR) scheme is designed for those just starting bell ringing to support their progress in a structured way with teachers using the LtR curriculum on Moodle and learners recording progress in their logbook.

The scheme is for the exclusive use of ART Members but those that have attended Module 1 or 2 and are progressing to membership may use it during that process.

There are also student records on Moodle that mirror the logbook which may be used as a belfry/tutor record, to assist in group teaching situations or where several teachers are involved with the tuition. All new trainees should be logged on to Moodle on day 1 of their training – before if possible – to

allow them to explore the site and gather information on their new skill. Their logbook should be given to them at the same time. It should then be used to record progress and to plan subsequent lessons or practices. Theory sessions (e.g. listening skills) may be planned using the logbook as well.

The presentation of certificates – and badges - ordered through Moodle at appropriate times is a motivator and opportunity for publicity.

For existing ringers being trained or mentored by an ART Member (or trainee) it is possible to add them to the scheme and make awards for progress. This can be done at any level but there is little benefit just for Level 5.



However – The trainee must pass the Level 2 handling assessment to be included on the scheme. The essential foundation skills must be in place for effective learning.

This is a basic ingredient of ITTS which if compromised will demotivate the learner; devalue 'Learning the Ropes' and water down the effectiveness and standards of the ART.

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## CRB becomes DBS

Nothing stays still for long... from 01/12/2013 your disclosure certificates will not come from the CRB but from the DBS (Disclosure & Barring Service).

Not much else will change for now but from the end of March 2013 the current CRB forms will no longer be accepted – if you apply for an ART DBS you will automatically receive the correct form from Lloyd Education.

The identity checking requirements have changed a little and you would do well to refer to [www.gov.uk/crb-criminal-records-bureau-check](http://www.gov.uk/crb-criminal-records-bureau-check)

ART will move to a 'trusted person' scheme at some stage but that is not worthwhile until more ART DBS disclosures have been issued and the rules have settled down a little. Currently Lloyd Education are getting disclosures back in about 10 days so adding another tier at present may have the effect of adding a delay.

As an exercise we are of course keen to develop the interest of children and teach them; there are a good number of youth or school groups operating. Many have non-ringing activities for their group. Although there is now a lesser requirement for supervised tuition, Teaching, Training and Transportation regularly or intensively – the ITTS recommendation and researched/proven best practice – remain regulated activities.

## “Catch”

By John Harrison

Ringing terminology is seductive. The more we use it, the less we are aware that to the uninitiated (including those we teach) it can mean something completely different. The worst case is when the intended meaning overlaps the perceived meaning.

A good example is ‘catch’ as in ‘catch the sally’. Experienced ringers use the phrase without thinking about it. It is just a verbal label for the complex, semi-automatic action that starts with our hands on the tail end and ends with them on the sally.

But when we use that phrase as teachers, our pupils don’t hear it as a

label for an action they already know, because they haven’t yet learnt it. They hear the phrase as an instruction telling them what to do, and they interpret the words in terms of their everyday meanings.

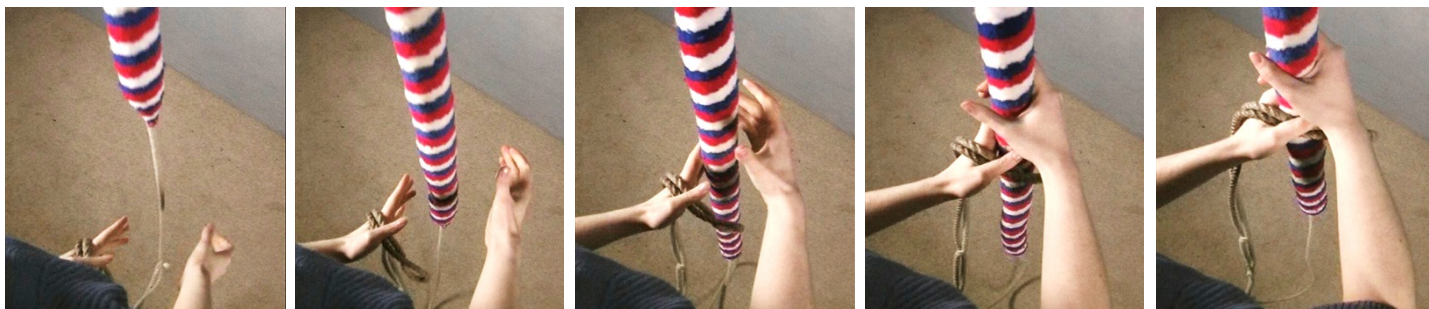
Outside of ringing, ‘catch’ conjures up images of a coat being snagged on barbed wire, a fish taking the bait, or a cat pouncing on a mouse. None of these convey the desired action where the hands move up at the correct time and speed for them to close smoothly around the sally as they continue to move up with it.

So if we tell our pupils to ‘catch’ the sally, should we be surprised to see hands springing up to grab it, or hovering at chest height motionless ready to snatch it as it passes?

The benefit of introducing the transfer action with a stationary rope is being able to take the pupil through it in slow motion, with time to emphasise the smoothness of the action. It’s a shame to lose that by using conflicting language when the pupil makes the difficult step of doing it at full speed with a live rope. Far better to use language that conveys the intended feel of the action.

The hands should ‘rise towards’ the sally, ‘meet’ the sally, ‘close round’ the sally. If the timing isn’t quite right, the hands need to ‘rise earlier’ and ‘arrive higher on the sally’ (or vice versa).

So let’s leave all talk of ‘catching’ for stories about the riverbank or the mouse hole.



## “Pull”

By Graham Nabb

My dictionary defines this word as ‘to exert force upon’. Our problem with this word is twofold.

Firstly learners often arrive with a preconceived idea that Bell Ringing requires pulling hard and possibly even leaving the floor – a replacement for going to the gym.

Secondly ‘Pull’ implies that the concentration and effort is a downward movement.

We forget that controlling the backstroke and sally as they rise is just as important. We need to emphasise that to control the rope and therefore the bell we need to keep tension on the rope for as long as we can. Only by doing this can we engage with the bell – i.e. ‘feel it’ and this is what we are teaching.

We are trying to teach a skill not something that can only be practiced by strong young farmers!

So ‘Pull’ is a word on my amber – use with care – list. There are plenty of alternatives. For adults you accelerate the hands down to keep tension and de-accelerate as the rope rises for the same reason. You only have to draw your hands down a little faster or for longer to get the bell to go up.

Those descriptions describe more effectively what you are trying to achieve without giving your learner ideas of muscle building.



# Teaching Tips #3

## Are we giving our ringers what they really, really want?

Do our ringers come ringing purely for the pleasure of the ringing itself? The likely hood is that most of them do not.

You might think that it will depend on the standard of the ringing they are involved in but it is not that straightforward!

In 1993 McCullagh et al published some research that had studied the deeper reasons for people participating in hobbies and pastimes.

These reasons or incentives are:-

- Affiliation
- Mastery
- Desire for sensation
- Desire for self direction
- Social comparison

What do these titles actually mean to us when we are teaching in the tower? How can knowledge of them improve our new ringer retention rates?

### **Affiliation**

Affiliation incentive is based on a desire to have positive and friendly relationships with others; to be part of a group or a band.

Many loyal Sunday service ringers will be in this category. These are the ringers who will turn up to ring for Christmas, be it midnight mass or Christmas morning service.

It is the social side of ringing which makes these ringers continue

ringing and it may be that progressing to ring more methods and more complicated methods is not their priority; this attitude should be respected. Too much pressure to make progress may prove counter productive and may actually disincentive this category of ringers.

To incentivise these ringers, ringing teachers should ensure they feel a valued member of the band, perhaps having a special role, be it formal, such as social secretary or informal, such as having responsibility for opening up for visiting ringers or winding the church clock.

### **Mastery**

Ringers with this incentive wish to improve their skills, master new skills and generally pursue excellence. These ringers are characterised by wanting to do something well for its own sake.

This is the group from whom our expert ringers are likely to develop. These ringers will be keen to improve their striking, they will respond well to goals set to monitor performance, such as ringing quarter peals and peals, these will be taken as an acknowledged measure of their achievements.

### **Key point**

By understanding what makes a ringer participate teachers are more likely to be able to give them what they need. They are consequently more likely to stay ringing

### **Desire for sensation**

These ringers are incentivised by a desire for sensation; they gain their pleasure from the very act of ringing the bells and from the sounds, sights and excitement of being in a belfry.

These are the ringers who just want to ring. They will ring as often as they can. Tower grabbers frequently exhibit this motivation.

This group of ringers also like variety during practice sessions and will be interested in learning new methods.

To incentivise these ringers the ringing teacher should take him or her to other towers or to group practices and later should arrange outings and tours. Within the practices novel ringing activities will motivate the early ringer and when more experienced learning a variety of new methods will hold their interests.

### **Desire for self-direction**

Ringers who fall into this category wish to feel a sense of control or to be in charge. These ringers may

attend a practice outside their own tower and start giving advice to the local ringers without the request of the tower captain. To incentivise the self directed ringer the ringing teacher should give him or her a position of responsibility and create a situation where they have certain decision making powers, such as standing behind less experienced ringers, calling things or organising quarter peals or special practices

If the teacher observes that he or she has a ringer with this motivation to participate in the tower he or she can start to craft them a role that will fulfil this need. If the ringer is not sufficiently competent to take a position of leadership with a ringing related role, other, non-ringing roles will cater this need. For example they may be made responsible for arranging social activities or ensuring there are sufficient ringers for services.

### **Social comparison**

Some people participate in an activity because it provides them with an opportunity to compare themselves with others. These people are most happy when they can demonstrate that they are better than somebody else.

For ringers with high skill levels they will enjoy ringing methods, quarters and peals that are beyond other ringers. They will enjoy being high up on the annual list of peal ringers or being noted as having called the most quarters or peals.

One of the problems with a ringer whose primary incentive for participation is social comparison is that if their skills are at a moderately low level they may drop out. They may also seek out an environment where they are able to demonstrate that they are better than others. They may gravitate towards a tower where the ringing standard is not so challenging. In effect they will

prefer to be “a big fish in a small pond” rather than a “small fish in a big pond”.

To incentivise the ringer whose motivation is social comparison competition and who is an advanced ringer the obvious example is striking competitions. With very early learners still developing bell control, games such as “how many times in a row can you set your bell” (at hand or back) may be relevant especially with children with this motivation

Most people are probably unaware or haven’t thought about their own deep motivation for coming ringing.

Can you recognize from the above list what incentivizes your ringers to keep ringing?

If you can, is there anything more you could do to ensure they are getting what they really, really, want?

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## **Safeguarding Procedure**

Our aim as Ringing Teachers must be to attract more youngsters into the exercise so we must have, and be seen to have, proper procedures in place, equal to those in other areas e.g. sports, music. This is not just to try and prevent any issues arising but also to reassure parents that we have proper controls.

The NSPCC produce guidance for such groups and there are 10 actions that we need to take to comply with best practice. One such action is that we have ‘a rigorous recruitment and selection process for volunteers who work with children’. This normally means a full application form (including declarations on convictions etc) and probably an interview prior to being accepted. This is not practical for ART and would result in huge administration work.

In lieu of this we now have an online declaration to complete before confirmation of ART Membership that asks you to confirm you have read the various policies on H&S and safeguarding and it includes the declarations normally required for a teaching volunteer.

If you have questions on this please contact Graham Nabb [grahamnabb@ringingteachers.co.uk](mailto:grahamnabb@ringingteachers.co.uk)

# After the course... the follow-up

By Graham Nabb

It is fun and enlightening to go on a ITTS Day Course but unless you perfect your new skills or put into use your updated knowledge it is soon forgotten. The follow up is crucial with any learning.

Many think you can go on a course and you have learned it all, but that is not how it works. Rather annoyingly you have to practice things to perfect them - or simply to fully understand. Like bell ringing really!

Many in the exercise do not understand this but those that have been on an ITTS course and then taught and attended group sessions subsequently have seen the benefit – as have learners.

If you teach on your own you will not remember all the different techniques and exercises. It is difficult to discipline yourself to make changes to your style and to ensure you are really developing your observation and feedback skills. If you are with your mentor that helps but a group session with 4/5 teachers and a whole selection of learners at different stages really puts you on your metal!

Working within a group with the support that environment brings and the conviviality of working together not only provides a supportive atmosphere but the cross fertilization of ideas makes sure you use all the exercises



available - and practice them. Your observation and feedback (immediate & accurate!) skills are improved greatly.

For a learner to come into this environment to learn a new skill it is particularly encouraging and they return home enthused and motivated – telling all their friends how great it is. Just what you want for recruitment! Much better for the motivation of everyone concerned than a dry 1 to 1 session with 2 people in a tower for an hour or so.

Follow up sessions should be arranged to start about a month or so after the course and continue to merge with group teaching. I generally fix about a ½ day programme with 40 minutes lesson slots punctuated with a 10 minute break to write up logbooks. Then it's all change swapping learners and teachers over – probably mentors too! A break for coffee and biscuits has proved essential, then it's back for another two lessons.

A group of 4/5 teachers is best with at least two mentors and 5/6 learners. On each occasion we have had learners start from scratch on the day and be handling both strokes after 3 or 4 lessons. Others may be in the process of learning or are looking for help correcting a handling fault. If necessary get the local scouts to send a few volunteers to help out – you may get lucky and they stick at it! In some cases we have carried out assessed lessons as part of the programme.

These follow up sessions are important for both modules – with the Module 2 methods you need to become familiar with them to enable you to instruct your band on how to ring the methods and for you to get the feel of how it develops control, and learning to ring changes, in a structured way – no 'in at the deep and emerge confused practices' for the learner!

Try it – it's the best way to learn and practice and it's fun.

# Safety tips for you and your learners

Make sure you stick to the 'Teaching Tips' approach and exercises. They are designed to build skills gradually and learn in a safe way.

There is no need to frighten a trainee – just give safety advice as you need to during the process with a general warning at the beginning and in a positive way.

## General

- Ensure learners aware not to touch a rope without specific instruction
- Make sure you give full attention to learner at all times when they are near, or using rope

## Looking at the Bells – watching one ring

- Ensure learners have a good understanding of the mechanics of ringing a bell and the process of ringing it.
- Explain how to leave rope to teacher if any difficulties arise.

## Posture

- Feet always on floor
- Toes should never protrude over edge of any box.
- Not too much upper body movement.

## Clothing

- Have a 'ties or scarves off' rule
- Tie up long hair
- Ensure jewellery/keys/belts and attachments /buckles and/or loose clothing cannot get caught.

## Ropes

- Make sure no long loops in tail ends – re-thread or tape up if there are.
- No Knots
- Ensure length and sally height is appropriate – adjust or use a box if necessary

## Backstrokes

- Place your hands on the learner's rather than hold the rope, and do exercises to ensure they learn to 'feel' the bell and to guide the sally down.

## Handstrokes

- Never ask a trainee to do a handstroke pull off at the beginning of a lesson – get them to catch it a few times first so they are 'in the rhythm' and don't forget to let go.
- Do all exercises when the teacher is ringing one stroke with the bell just under the balance – you will be far less likely break a stay.
- When lifting the bell off the stay hold the rope with finger and thumb below the sally to check tension/how far bell has gone.
- Warn 'no late grabs' – leave the sally if in doubt.

## Both strokes together

- Don't push on to the trainee doing every handstroke and backstroke until single strokes and alternate both strokes all correct – less chance of a tangle.
- Practice the hand transfer exercise frequently and on a bell that's down
- Teach the drill for when it goes wrong, one hand on sally, take up rope, draw down sally and pull bell back up.
- Explain procedure for dropped rope and practice it – remain confident

## Raising & Lowering

- Practice coils and release on a bell that's down
- Ensure last coil released before bell can set or touch stay.
- Ensure two hands on sally when bell can touch stay
- Ensure last coil released before two hands used on sally

## For those not ringing

- Do not be a distraction e.g. noise, movement
- Keep feet flat on floor
- Do not move between ropes

## Teacher

- For 'moving' demonstrations practise first and keep others at a distance

**Read the ART Health & Safety Policy on Moodle**



# Outside the bubble

By John Harrison

Have you ever thought how ringing looks from the outside? Those of us inside the ringing bubble can easily forget that to most people (on the outside) it looks very different. Or rather it doesn't 'look' like anything, because although the sound we make is very public, we are normally hidden from view.

Most non-ringers know virtually nothing about ringing, and some even think the bells are rung by a machine. The only images many people see of ringing are grossly distorted cartoons and advertisements. Is it any wonder that if they think of us at all, they think we are odd?

We put a lot of emphasis on good teaching as a means to secure the future of ringing, but that is only part of the picture. The recruits that we teach come from the non-ringing public – outside our bubble. They are influenced by the views of those with whom they spend their social and working lives.

If ringing is seen as a weird minority activity, fewer people

will want to enter our bubble. But if ringing is seen as a high status, high skill activity, then far more people will want to join.

After starting to ring, people who feel they can share their experience and achievements with their friends and colleagues are more likely to stick with it if the going gets tough, than those who feel it best to keep quiet about their ringing. That might not be true for loners who like weird activities, but do we wish to limit our recruitment to them?

In short, we need to do a lot more than teach those we can get through the door. We also need to help members of our communities to understand what ringing is about – its rich heritage, and the challenges and rewards it offers.

Who is responsible for this important activity in your tower or local society? Is anyone doing anything? Can you do anything to ensure that more is done?



We aren't all PR experts, but we don't need to be. A lot of what we need is quite basic, and advice is available. The Central Council PR Committee has provided a wealth of ideas on its website to help us all to improve the public visibility and understanding of ringing. It includes advice for engaging with the community at all levels (church, neighbours, town/village and the wider community).

One important form of ringing PR is personal contact. If 40,000 ringers each spoke about some aspect of ringing to one non-ringer per week, we could reach up to 2 million people in a year. When did you last talk enthusiastically to a non-ringer about ringing?

For more information, see [www.cccbr.org.uk/pr/advice](http://www.cccbr.org.uk/pr/advice)

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## Scouts & DoE

Bell ringing can be used as a path towards awards in both of these organisations. Using DoE or Scouts awards can be a good idea when it

comes to recruitment and there are now links on Moodle to the appropriate web sites for each organisation. Having one or two in each camp going through their various stages of the structured approach of 'Learning the Ropes'

is a great advantage. A clear curriculum with logbook impresses parents and group leaders and allows the various stages to be set as goals. Which Levels depends on the previous experience (if any) of the trainee.

# 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	Clare McArdle
12.30 – 1.30	<b>LUNCH</b>	
	OPTION 1	
1.30 – 3.30	Master class (2hrs) 'Teaching your band to raise and lower in peal'	Catherine Lewis
	<b>OR</b>	
	OPTION 2	
1.30 – 3.30	Master class (2hrs) 'Calling touches to develop ropesight'	Peter Dale
	<b>OR</b>	
	OPTION 3	
1.30 – 2.30	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>	
	OPTION 4	
1.30 – 2.00	<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 have limited places, to 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	<input type="checkbox"/>	NO	<input type="checkbox"/>	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>	<ul style="list-style-type: none"> <li>• Mentoring workshop: 1.30 – 2.30</li> <li>• Interactive sessions (30 mins): 2.30 – 3.30                             <ul style="list-style-type: none"> <li>▪ Working with youth groups</li> <li>▪ Recruitment</li> </ul> </li> </ul>			Pip Penney  Graham Nabb/Roger Booth Colin Ward		
<b>CHOICE 4</b>	<ul style="list-style-type: none"> <li>• Group Teaching: 1.30 – 2.00</li> <li>• Targeted Learning the Ropes practices: 2.00 – 2.30</li> <li>• Interactive sessions (30 mins): 2.30 – 3.30                             <ul style="list-style-type: none"> <li>▪ Working with youth groups</li> <li>▪ Recruitment</li> </ul> </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 Nov & Dec '12, Jan '13

### Level 1

Emma Moffat - St Mary's, Tysoe  
Steven Toase - Dunkeld Cathedral  
Janice Smith - Staplegrove, Taunton  
Caroline Levine - Churchstanton, Taunton  
Yehudi Levine - Churchstanton, Taunton  
Bob Walker - Bishops Lydeard, Taunton  
Marilyn Griffin - Staplegrove, Taunton  
Clare Tolson - Hillfarrence, Taunton  
Alison Boulton - Staplegrove, Taunton  
Iain Blacklock - Thorpe on the Hill  
Sarah Challans - Thorpe on the Hill  
Jennie Walton - Shotteswell  
Ben King - Shotteswell  
Lisa Greenway - Northfield  
John Bryson - Dunblane Cathedral  
Bob Topp - Offenham, Worcestershire  
Margaret Clayton - Offenham, Worcestershire  
Cressida Gethin - Bredwardine  
Rob Pinnock - Harborne  
Catherine Pinnock - Harborne  
Noah Stuart Bell - Tadcaster, North Yorkshire  
Janis Fotheringham - Tiverton St Peter  
Leuan Hallas - St. Helen's  
Adam Gibson - Dunblane Cathedral  
Raphael Miller - Glasgow  
Brenda Murray - Berkswell  
Cathy Parry - Berkswell  
Cliff Bragger - Barnsley  
Stephen Clarkson - Snitterfield  
Simon Francis - Warwick Schools  
Andrew Booth - Bermondsey  
Melanie Clarkson - Snitterfield  
Isabelle Abbot Parker - Warwick Schools  
Thomas McGonagle - Warwick Schools  
Albert Williams - Warwick Schools  
Kaitlin Jarvis - Lympsham  
Ruth Eyles - Leek Wootton  
Benny Lyne Amerson - HWRC Kineton  
Sascha Kripgans - Barrow upon Humber  
Freddie Orme - Warwick Schools  
Harvey Dowssett - Warwick School  
Harry Spalding - Warwick School

### Level 2

Brad Baker - Mitcheldean  
Joan Holah - Haddon  
Carl Jenkins - St Laurence, Northfield  
John Bryson - Dunblane Cathedral  
Rosemary Hyde - Alveston  
Bob Topp - Offenham, Worcestershire  
Margaret Clayton - Offenham, Worcestershire  
Martin Pleasance - Claverdon  
Rick Kaplan - Farnborough  
Brenda Murray - Berkswell  
Cathy Parry - Berkswell  
Julia Porter - Berkswell  
Steven Toase - Dunkeld  
George Southam - Farnborough  
Andrew Booth - Bermondsey  
Kaitlin Jarvis - Lympsham  
Richard Pinnock - Harborne  
Aine Widdecombe - Bredwardine  
Phillip Rothwell - St Nicholas Warwick

### Level 3

Thomas Horton - Harborne  
Rose Horton - Harborne  
Catherine Vernon - Harborne  
Peter Lewis - Harborne  
Kaitlin Jarvis - Lympsham

### Level 4 (Doubles)

Cameron Townsend - Cherington  
Luke Marsden - Bishops Itchington  
Thomas Horton - Harborne

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