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## Plain Bob Doubles – Teacher’s Notes

This toolbox contains resources and ideas for teachers who would wish to run a Plain Bob Doubles workshop. The amount that can be covered will depend on the time available – whether it runs for half a day, or a whole weekend, or over a series of workshops. A second workshop toolbox is available which concentrates on ringing and calling touches.

### Target students

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

### 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.
- They should also be able adapt to ringing other related preparatory methods:

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

- [Bistow](#)
- [Penultimus](#)
- [Funny Bob Doubles](#)
- [Bayles](#)

### Practical targets

- To ring a plain course of Plain Bob Doubles from at least two different inside bells

### Theory targets

- To understand the concept of a dodge.
- To understand how Plain Bob Doubles works.
- To understand the concept of the circle of work.
- To learn the circle of work.
- To understand the concept of the blue line.
- To understand the meaning of place bell and the concept of different starts.
- To be aware of where the treble is passed.

### Teaching Resources

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

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Print out and laminate some of the theory games such as the [Plain Bob Doubles Happy Families](#), and the [Bob Doubles Domino cards](#). These can be used by ringers who are sitting out or played as part of a theory session.

## Learning Resources

- Crib sheet – The Plain Course Explained (*Plain Bob Doubles Toolbox*)
- Crib sheet – Bobs and Singles Explained (*Plain Bob Doubles Toolbox*)
- Grandsire Double Quiz and Dominoes (*Plain Bob Doubles Toolbox*)
- Paper and pencil (Students to provide)

Circulate the two crib sheets 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 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 he or she is 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 student's level of skill – they might already be fairly competent at ringing Plain Bob Doubles and need a bit of fine-tuning or they might need to consolidate basic skills. The workshop is flexible enough to accommodate students of different abilities.

### 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.

- **Activity.** Call ringers into a call change and [ask the ringers in 3-4 to dodge](#). Call another change, ask the ringers in 3-4 to dodge. Repeat this several times and draw attention to the dodge being in 3-4.
- **Theory.** Show students a diagram of Plain Bob Doubles, point out the dodges in 3-4 and explain the difference between dodging up and dodging down.

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### Penultimus Doubles

This is a simple method based on Plain Hunt. It provides an opportunity to practise accurately striking long fifths (counting the four blows), and start watching for treble signposts. Place the student on a bell other than the 3 which makes long fifths first and doesn't need to look out for a treble signpost.

- **Activity.** Ring [Penultimus Doubles](#)
- Watch out for the student not moving getting into fifths place accurately or missing the clue from the treble.

### Bistow Doubles

Bistow Doubles includes long fifths and dodges in 3-4 – three of the four pieces of work in Plain Bob Doubles. The treble hunts to second place, which provides an opportunity to practise striking first and second places cleanly.

- **Activity.** [Ring Bistow Doubles](#)
- **Theory.** When ringing Bistow Doubles, you can introduce the diagram and the concept of the blue line. Show the different bells starting at different points of the cycle and encourage ringers to try different starts, referred to as place bells.

### Funny Bob Doubles

As a progression from Bistow, this offers the student the opportunity to perfect a particular piece of work from Plain Bob Doubles. Once ringers have mastered a piece of work and can strike it accurately, move them to a different bell and they can try something else. Aim for each ringer to ring each of the four working bells.

- **Activity.** [Ring Funny Bob Doubles](#)
- **Theory.** Now that ringers can strike the individual pieces of work, it's a good time to introduce the [Circle of Work](#) and explain the treble passing points. [This sheet](#) may be useful as a handout too.

### Introduction to Plain Bob Doubles

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

- **Game:** Walk through Plain Bob Doubles
- 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 students 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 and ask students to start from a different place in the line.

### Plain Bob Doubles

The students are now ready to ring a plain course of Plain Bob Doubles. Encourage everyone to move around and start on different bells.

- **Activity:** Ringing a plain course of Plain Bob Doubles.
- If any of the students experience difficulty with a particular piece of work, they can practise it by ringing [Bayles Bob Doubles](#).
- Bayles is repeated lead Plain Bob Doubles, and it can be called at any point in Plain Bob Doubles, typically where a student is having problems. If someone tends to trip on a particular dodge, calling 'Bayles' means they can repeat that dodge several times until they have mastered it, rather than waiting a whole plain course before they get another chance to try it.

## After the course

- The student will benefit from follow up sessions after the course.
- If the student is sufficiently advanced a goal of ringing a quarter peal can be set.
- If the student has not yet completed their Learning the Ropes Level 4, this course can be used as an aid to progression of the student towards the completion of this level.

A second workshop toolbox is available which concentrates on ringing and calling touches.