

Learning the Ropes – a progressive scheme

| | | |
|--|---|--|
| <p>Level 1a – bell handling Achievement targets (Tied bell)</p> | <ul style="list-style-type: none"> • Ring a bell unaided • Ring a bell up • Ring a bell down | <ul style="list-style-type: none"> • Tie rope up • Test for bell up or down |
| <p>Skill building activities These are taken from “Teaching Tips” Pages 11-19</p> | <ul style="list-style-type: none"> • Building skills for the backstroke: <ul style="list-style-type: none"> ○ Hand ring exercise ○ Ring a bell part up from down ○ Backstroke • Building skills for the handstroke: <ul style="list-style-type: none"> ○ Lifting the bell off the stay towards the point of balance and return ○ Handstroke pull and release ○ Introduction to hand stroke ○ Handstroke alone • Building skills for integrating the two strokes: <ul style="list-style-type: none"> ○ Hand transfers on a dead rope <ul style="list-style-type: none"> ▪ Sally to tail end ▪ Tail end to sally ○ Single handstroke pull off and ring the following backstroke ○ Touch the sally with one hand whilst ringing a bell part up • Joining both strokes together • Ringing a bell down in easy stages • Ringing a bell up in easy stages | |
| <p>Theory</p> | <ul style="list-style-type: none"> • Parts of a bell | <ul style="list-style-type: none"> • Function of stay |
| <p>Safety considerations</p> | <ul style="list-style-type: none"> • Understand dangers of a bell raised for ringing • Feet on floor • Not walking between ropes during ringing • Coping with missed sally catch • Coping with bell coming down. • Stay breaking | |
| <p>Level 1b – bell control Achievement targets Tied bells</p> | <ul style="list-style-type: none"> • Ringing rounds • Stand a bell x10 at hand • Stand a bell x10 at back • Stand a bell x10 alternate strokes | <ul style="list-style-type: none"> • Change speed of ringing at hand stroke (Catch sally higher /lower) • Change speed at back.(Take rope in/let rope out) |
| <p>Skill building activities, mostly involving two or more learners</p> | <ul style="list-style-type: none"> • Ringing rounds • Holding the bell on the balance hand/back • Practice at taking rope in/letting rope out • Setting a bell hand/back • Activities involving two or more learners <ul style="list-style-type: none"> • The setting game | |

Learning the Ropes – a progressive scheme

| | |
|------------------------|--|
| | <ul style="list-style-type: none"> • Whole pull and stand • “Ring a ring o’ roses” (passing a bell from one ringer to another)** • Changing speed of bell - “Catch me if you can” • Basic Kaleidoscope in pairs <ul style="list-style-type: none"> ○ At back: taking rope in letting rope out ○ At hand: cutting sally in or letting it “float” • **”Twinkle, twinkle little star” |
| Reinforcing activity | <ul style="list-style-type: none"> • Solo handling practice |
| Challenging activities | <ul style="list-style-type: none"> • Kaleidoscope combinations (may be devised by learners themselves) • Call Changes |
| Theory | <ul style="list-style-type: none"> • Difference between “set” and “on the balance” • The influence of the weight of the rope *** |
| Listening | <ul style="list-style-type: none"> • Rounds on “J” key on Abel • Listening to rounds & counting the number ringing • Rounds on hand bells • Individual strokes in rounds (back or hand). Tutor rings other stroke |

The setting game

Each ringer is given a number of “lives”. When someone fails to set on command they lose a life. The winner is the last one with a life remaining.

**”Twinkle, twinkle little star”.

This is a bell control game where the bells are stood in a sequence to make the tune “Twinkle, twinkle, little star”. Because this is a familiar tune to most learners it makes it extremely noticeable when the bells are set correctly and the tune is clearly heard, or, on the contrary, when the bells are not set correctly and there is no recognisable tune.

The order of catching is:-

6622112 – 3344556 – 2233445 – 2233445 – 6622112 - 3344556

** Catching the sally with one hand is a good confidence building exercise. Once a learner can do this then, **at any handstroke**, they are able to pass the tail to another learner. The technique for passing a bell to another ringer is an important skill that needs to be taught. “Ring a ring o’ roses” involves two or more learners passing a bell from one to another.

*** The weight of the rope exerts a drag on the bell as it rises during the handstroke, but at the backstroke the falling rope has a positive effect on the bell’s motion. It helps a learner to appreciate this when they can feel the weight of a spare rope. Thus the strength of pull needed is quite different for the two respective strokes. This will influence hunting and dodging, to a greater or lesser extent, depending upon the weight of the bell and the length of the rope.