

Teaching Tips

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Skill development

- A lot of money has been poured into research over the last 30 years
- We now have an opportunity use the knowledge acquired
- We can bring these benefits into teaching bell handling

Skills are learned best with the approach **WHOLE-PART-WHOLE**

- The whole complex skill
 - Broken down into
- Smaller skills
 - Which are easier to learn
- Smaller skills combined to form the whole action of ringing both strokes
- The learner returns to practise the smaller skills

- Combine both strokes as soon as possible
 - Poor co-ordination
 - Movements inaccurate
- Practise the smaller parts individually
 - Focus attention on improving inaccurate movements
 - Improve co-ordination
 - Improve technique
- Return to both strokes

- Never let inaccurate movements continue
- If inaccurate movements are repeated without correction they will become learned and automatic
- *You will have allowed your learner to develop poor handling*

Prevention is easier than cure!

- Observe
- Inaccurate actions?
- **STOP**
- Analyse
- Feed back to learner
- Return to small part of the action
- When accurate return to the whole action
- Give practice to make perfect!!

- Accurate movements may have to be repeated many times before they become automatic
- By allowing as much time as each learner needs to practise accurate movements
- You will ensure that your learner develops good handling

"If the learner manages an action correctly once, he will eventually be able to perform it routinely after remedial work".

Learning Without Errors
D.H. Holding (1970)
Athletic Institute Chicago

Good handling

- Will allow your learner to develop better bell control which will lead on to
 - Better striking
- Will make your learner feel more confident which will lead on to
 - Increased motivation

INTENSIVE TRAINING

- *Frequent*
- *Concentrated*

leads to quicker learning!!!!

Intensive training :-

- More is retained from one session to the next
- Less time between sessions for "physical memory loss"

Teaching handling on practice night cannot provide the right environment

- Separate bell handling lessons
- Ideal is 5-7 sessions close together

Teaching can start with:-

- The bell up
- The bell down
- At handstroke
- At backstroke
- RINGING IS A CYCLICAL ACTION YOU CAN START YOUR TEACHING ANYWHERE IN THE CYCLE
- *The important factor is to follow the theory of skill development*

Building Skills in easy stages

- Before each exercise
 - Explain and demonstrate

- Exercises in green start with the bell down
- Exercises in red start with the bell up

Exercises which start with the bell down

- Skills can be built with the bell swinging through a very small arc
 - More confidence building for the learner
 - Less likely to have incidents with slack ropes!
- May be useful for a nervous or naturally uncoordinated learner
- May be useful for an inexperienced teacher
- May be useful when the learner is taller than the teacher

Building skills for the backstroke

- Hand ring exercise
- Ring a bell part up from down
- Backstrokes alone

Building skills for the handstroke

- Lifting the bell off the stay and lowering it back again
- Introduction to the handstroke
- Handstroke pull and release
- Handstroke alone

Building skills for integrating the two strokes

- Hand transfers on a dead rope
 - Sally to tail end
 - Tail end to sally
- Touching the sally with one hand whilst ringing the bell part up
- Single hand stroke pull off and ring the following backstroke

Joining both strokes together

- Four different methods
 - Will suit different teachers
 - Will suit different learners

Developing bell control

- Ringing down in easy stages
- Ringing up in easy stages
- Changing the length of the rope
- Changing speed at backstroke
- Changing speed at hand stroke
- Setting the bell-at hand/back
- Holding the bell on the balance-hand/back