**UW Bell handling notes (if it looks like they will stay, give them one per learner book**

**To teach one has to:**

**1) Have good handling yourself**

- transfer to tail

- smooth transfer, rope tight

- position of hands at all times

- moving up and down the rope

- ringing down and ringing up

**2) Be able to control a loose rope, and get a bell back under control**

**3) Be able to take the rope off someone CALMLY**

**4) Know the steps of teaching (as laid out in other doc)**

- practice them with a ringer pretending to be a good learner

- practice them with a ringer making deliberate mistakes

**5) Know about how to teach someone something**

- listen and go at their pace,

- get them to repeat back to you what they are going to do

- give them time to ask questions

- try to explain multiple ways,

- make it fun for them,

- always encourage, always find something good to say,

- always remember they are volunteering!

**ALWAYS have**

- two teachers there

- check in with student immediately if something went badly wrong

- apologize if touched student unexpectedly

- always have one primary teacher who is 100% focused on each active student.

- don’t unnecessarily talk to someone who is teaching while they are teaching.

(if you have feedback for the learner, pass that through the primary teacher).

**=========== INTRO STUFF**

**1) Explain how the bell works** – show model, show ringing with trap door open, go in belfry

**2) Teacher rings with best possible style - asks learner what they notice**

Point out:

- rope always taut

- hands always together

- hands pointing at the floor

- rope moving in a vertical pipe

- 2 strokes - name them. Say we will teach one at a time, and then put them together.

- note strokes are symmetric (and make sure your own are)

**3) Set up “home” position - i.e., down tail position - (no rope yet)**

Ask if learner RH or LH? And suggest RH unless strongly LH?

Reasons for RH – rope lies better, easier to watch and model, easier in small towers,

But we can do it the other way. So let’s try RH, but speak up

Straight line between hands (like golf club)

Hands touching

Elbows and shoulders relaxed

Feet slightly apart.

How close to the rope you need to stand – about 8 inch

(later have someone watching from side, so not rub rope hole

Look straight ahead (not up, not down) - explain why

**4) Do “wall” exercise - purpose to get used to pulling in a straight line**

Stand close to wall, take hands up and down, without knocking wall, hands down a pipe

MAKE SURE: thumbs always point at the floor at end of stroke, so flick as you come down

\*\* DO NOT do the hand-ring around the rope exercise, this puts the wrists at the wrong angle at the bottom of the stroke \*\*

========== SAFETY STUFF

-100% concentration at all times   
-Never touch a rope without being explicitly told to  
-Explain "let go" means: let go completely, put hands flat on sides, take a step back (if not on a box).

- If you feel nervous, communicate that to me somehow (voice, expression ..) and I will take rope off you  
-No scarves, or things that could catch on rope. ?? bring tie for long hair??

**=========== PRELIM BACKSTROKE STUFF**

**1) Get rope and boxes right for learner and teacher**

Set bell at backstroke

Compare their stretch to yours, give them box if nec

Get own box, so can reach above them on tail.

**2) Demo backstroke with ringer if available**

**3) Get learner to hold tail correctly, talk through what will happen, and demo with teacher lifting rope**

Make sure they are standing straight and in the right place.

I will pull, the rope will go up, resist it with the weight of your arms, keep tension on it, and when it gets to the top and the load becomes less on it, be ready to pull it down (again about the weight of your arms), and FLICK your wrists down so your hands return to the rest position.

Make sure rope is always taut.

Note will have to move your hands faster as you come down.

Emergency talk - if I say, let go and put hands by side (and if not on box, step back)

- if you feel unhappy, indicate that to me and I will take the rope

If I say, come up the rope I want you to do ...

If I say, move down the rope, I want you do to ...

?? how close to balance are we aiming here? … up near the top, but not at the balance ..

**4) Learner does some backstrokes**

Look at me, not up.

Check if ready

Check learner on right place on rope

*Keep teacher’s hand on tail above learner, be ready to say “and DOWN” if they stick with their hands up; be ready to stand and talk about position on rope, straightness of pull, strength of pull.*

*Make sure - rope remains taut*

*- hands return to rest position*

*- elbows are relaxed*

*- hands all the way down*

*- not pulling too hard*

*- heels on the ground*

*- \*\* Check arms are to comfortable full stretch, but not overstretched*

*Good place for break 1*

When confident - vary teacher’s pull and get learner to react

(first say .. I’ll pull the next one less hard and I want you to bring your arms down earlier)

(second .. tell them you will just change your pull, and they need to react

*Another good place for break*

**=========== PRELIM FIRST HANDSTROKE PULL STUFF**

**1) ON DOWN BELL - get hand position on sally right**

Hands touching, fingers all around sally, sally straight

Practice taking hands down (KEEPING THEM TOGETHER) into the home position

(throw hands at the floor)

**2) Talk through FIRST PULL OFF - demo first with ringer if available**

Do as we did above, pull down and throw hands at floor into rest position

Remember this will mean Letting Go of sally as you go down.

Stress that once you have started coming down your hands keep moving down - one continuous motion.

(\*\* DON’t use words like “stopping part way down” - it won’t occur to them to stop, unless you tell them. Just tell them what you want them to do. Pull down, and follow through to the floor.

\*\* DON’t worry at this stage about the balance - that can come much later, once they have the transfer and an idea of what the balance is.

Biggest dangers here are they pull part way and stop ..

or possible they pull too hard (so prepare for backstroke, teacher be a bit higher on tail end)

**3) Do first pull off.**

Say “and Let GO” as the hands come down.

\*\* Making sure they let go on this first pull is important.

Make sure hands go to the rest position together.

*Another good place for break*

**=========== FIRST HANDSTROKE WITH FAKE TAIL STUFF**

**1) On DOWN BELL - get hand position right on sally WITH fake tail**

Tail between them and sally

Held in thumb

**2) ON DOWN BELL - slowly do handstroke transfer to fake tail**

Pivot on LH Thumb

Off sally and clasp tail

Should end up clasping tail on way down/at bottom.

**3) On up bell - try it with the fake tail, carrying on for enough backstrokes for teacher to stand bell.**

Be ready to say .. “and Down /Flick/onto tail”

**4) ON DOWN Bell - try it with real tail**

**5) On up bell - try it with real tail**

Get into this by repeating first some back strokes, then the pull off with the fake tail, then real tail.

*\*\*\* Don’t progress beyond this point until they have the transfer right.*

*Check with another teacher before moving to the next part.*

**============= ONLY HAND STROKES**

Get good ringer to demo this.

Ring bell part down. Teacher one hand on tail, one hand doing hand stroke.

Good ringer (and then learner)

- ring just the hand strokes, and learner mirrors rhythm at side.

- moving onto a moving train, hands come up and join into sally, hands always together

Words like following ..

~~- start to clap on sally above teachers handstroke hand at top of stroke~~

- focus on rhythm - hands come up smoothly near sally, not in and grab.

~~- start to catch and let go of sally above teachers handstroke hand~~

~~- start to catch and pull down (and into the rest position)~~

- let learner take one … and then several handstrokes,until they take all the handstrokes

\*\* unlikely to get this all in one go. When they are part there, show how it is like the backstroke they can do already.

\*\* make sure teacher has their hands high enough so the learner has to stretch to go above.

**============= STARTING TO PUT IT TOGETHER**

With fake tail, practice coming back up onto the sally on a down bell slowly

Speed that up

Try the fake tail with just the handstrokes

Do just the pull offs .. with teacher standing at each hand stroke, and as student repositions to do next handstroke pull off, make sure they have the tail in the right place without fiddling it.

Frequently repeat only strokes

Then - try to continue from pull off, viz:

Student does pull off, teacher does all handstrokes, when student calm, say “you take next handstroke” (teacher catches below them, and then says “pull down” so they pull the handstroke down.) ... Alternate for a while .. saying “Mine”, “yours” etc .. say this just as they are about to pull the backstroke down.

\*\* WATCH to keep the transfer right, GO BACK to fake tail or just pull off if they can’t. If they lose it here, you’ll struggle to get it back.

Increase the number of times they ring it. Teacher always takes bell to stand it.

NOW we can talk about the balance:

**============= The balance at back stroke (while just doing backstrokes)**

Teacher pulls handstrokes so bell can go up to backstroke balance

**\*\* WATCH like a hawk that rope doesn’t go slack (ie bell off balance without them noticing)**

Get them comfortable with knowing the bell will stay at the balance.

**============= The balance at handstroke (while just doing handstrokes)**

Teacher pulls backstrokes so bell can go up to handstroke balance

Teacher keeps hand on sally to pull it down it if doesn’t get there.

**\*\* WATCH like a hawk that rope doesn’t go slack (ie bell off balance without them noticing)**

**============ The pull off (to the balance and then off)**

Demo and then let them do (just handstroke, no tail)

Lift from balance slowly and pull off

Repeat getting them to notice when the bell starts to fall

Demo you can lift the bell a little and then put it back.

Explain about “Look to”

**============ Putting it together**

They do pull off (via balance), the transfer ... teacher does 1 handstroke, and then alternate.

Then gradually they do all of them.

NOW - discuss moving up and down the rope while ringing.

Get then to ring while reading something on the wall.

**============ DIFFERENT BELL**

Backstrokes alone

Handstrokes alone

Pull off and onto tail

Back strokes + some hand strokes

All strokes

\*\* Will have to catch sally in a different place. Bell turns at different speed.

\*\* Work around to the lighter bells .. stay off the treble until happy on the 2.

***===========* RINGING UP**

Demo it

Making of coils - how they lie in hand, that the final tail is not too long

Where coils go when you grasp the sally

That the rope is always tight

That as soon as possible, hands point at the floor like the backstroke

That ONLY at the top of stroke do you let out rope

That arms always go to full stretch at backstroke.

Coil comes tight, let it go and MOVE BOTTOM HAND (LH) UP (explain why)

Tell them to ignore the sally for now (though you do it obviously)

Show as the bell slows you know you are up

Ease off pull once nearly up to avoid bashing stay

Once bell nearly up, at bottom of stroke, use thumb to flick out other end of tail

THEN two hands to sally once really up.

Explain why must have no coils when near top (if stay breaks)

Student

Makes coils on down bell

You pull it tight (pulling rope UP), they drop coil

Point hands at floor

They flick out other tail

Then do it with a live bell, and teacher doing the sally.

Repeat till they are comfortable with that.

THEN - add in the sally

Once sally bobs (baby handstroke), TOUCH sally and throw hand back at floor to rest position

Say “touch and away”

\*\* Danger here is they hold sally too long and then it snatches out of hand

***===========* RINGING DOWN**

Once they have ringing up .. (including the sally)

Demo

First feed in rope as if you were making rope shorter by ringing

Once bell off balance, one hand only to sally

Left hand inches in rope at bottom of stroke

Right hand always transfers to tail end

Once tail long - pull it through, hand it back (left hand below right) on the way down

Stress happens all in same plane as smooth motion

Stress left hand stays down

(Many of us have a bad habit of lassoing .. .. ie left hand comes UP to make the coil. This is wrong. Puts wiggles in the rope.)

Repeat

Ignore sally once it stops bobbing

- then both hands inch up together at bottom of stroke.

Stress rope always tight, hands always to full stretch

Keep climbing onto sally.

**====== Graduation is:**

On one each of light (12), medium (3456), heavy (78)

12 times to balance at hand

12 times to balance at back

12 times to both hand and back balance

Ringing up and down.

\*\* Watch to make sure the transfer remains - GO BACK if it goes away - back to fake tail and pull off.

\*\* Emphasize CONTROL of bell on the way up .. rope never slack.

\*\* Dangers

- not going to full stretch

- pulling too hard

- standing too far back