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## The New Bell Ringer & Continuing Bell Ringer

### Ten Credit BYAA Modules

These units provide the basis for two ten competency modules around Bell Ringing, each competency leading to one BYAA Credit. Each Competency has an associated 'Evidence' section; the person aiming to achieve that competency should produce a portfolio which contains the evidence from the 'Evidence' column.

Lincoln Diocese is blessed by both a large range of 'Towers', and an active Guild of Church Bell Ringers, (<http://ldgcb.org.uk/>) who have provided the material for this competency.



As part of their service to the Diocese and Bell Ringing, the Guild also operates mobile Bell Towers. (Simulators) These wonders of technology allow young people to experience ringing in a safe, supervised manner.

If you would wish the Diocesan Guild to visit YOUR youth group, please see:

<http://ldgcb.org.uk/towers/simulator/index.php>

The New Ringer & Continuing Ringer modules should be achievable in between nine months and a year each, and will require supervision from an appropriately accredited LDGCBR Instructor or Tutor, who has been approved by the PCC after undergoing CPVA clearance.

([www.lincoln.anglican.org/protection](http://www.lincoln.anglican.org/protection))

People working towards these BYAA modules may also work towards the Duke of Edinburgh's Award Skills module on the same topic, contact me for information.

For more information on the Bishop's Youth Achievement Awards, go to:

[www.lincoln.anglican.org/youth](http://www.lincoln.anglican.org/youth) and click the hot link to 'tools for children's & youth work' & scroll down to the BYAA section.

<b>BYAA – Ten Credit Module - New Bell Ringer</b>			
	<b>Competency</b>	<b>Evidence</b>	<b>Resources</b>
<b>1</b>	Handle a bell unaided for 20 whole pulls; then stand.	Demonstration to tutor	Tutor, practice night or branch ringing event.
<b>2</b>	Ring in rounds to reasonable standard for 3 minutes	Demonstration to tutor	Band of competent ringers at practice night or ringing event
<b>3</b>	Ring rounds on 3 different bells in more than one tower	Collects signatures from tutors at more than one tower	Branch ringing events, practice nights at other towers Young ringers events
<b>4</b>	Lead consistently	Demonstration to tutor	Practice night Branch ringing events
<b>5</b>	Explain and ring call changes	Demonstration to tutor	Practice night Branch ringing events
<b>6</b>	Ring a bell up and down safely.	Demonstration to tutor	Practice night Branch ringing events
<b>7</b>	Take responsibility for calling call changes to queens and back.	Demonstration to tutor	Practice night Branch ringing events
<b>8</b>	Understand and explain key elements of safety in a tower	Discuss with tutor	One per learner booklet
<b>9</b>	Know the parts of a bell and its fittings and be able to explain their functions	Discussion with tutor, or describe to another learner	One per learner booklet
<b>10</b>	Recognise that ringing is a team activity and requires an element of regular commitment	For Example: informs TC of absence, rings regularly for practice or Service	

<b>BYAA – Ten Credit Module - Continuing Bell Ringer</b>			
It is important for the continuing bell ringer and their tutor to come to an agreement on what the ringer is capable of at the start of the module and where they might realistically be expected to be at the end of 9 – 12 months. For Credits 2-4, they should select from the items set out below in the 'SKILL' list, so that the ringer is presented with a challenge but takes into account the abilities of the ringers in their own tower. It would be unrealistic to expect a ringer to be able to ring Cambridge Minor if they have no access to this level of ringing			
	<b>Competency</b>	<b>Evidence</b>	<b>Resources</b>
1	Complete elements 1 – 7 of New Bell Ringer Module	Demonstrate to tutor	Practice night Branch ringing event
2	Choice of skills in collaboration with tutor	Demonstrate to tutor	Practice night Branch ringing event
3	Choice of skills in collaboration with tutor	Demonstrate to tutor	Practice night Branch ringing event
4	Choice of skills in collaboration with tutor	Demonstrate to tutor	Practice night Branch ringing event
5	Choice of challenge, in collaboration with tutor		
6	Choice of challenge, in collaboration with tutor		
7	Choice of elements to demonstrate ability to work as a team		
8	Understand and explain key elements of safety in a tower	Discuss with tutor	One per learner booklet
9	Know the parts of a bell and its fittings and be able to explain their functions	Discussion with tutor, or describe to another learner	One per learner booklet
10	Recognise that ringing is a team activity and requires an element of regular commitment	Eg informs TC of absence, rings regularly for practice or Service	

<b>BYAA – Ten Credit Module - Continuing Bell Ringer</b>			
<b>Skills</b>			
	<b>Skill</b>	<b>Date Agreed by Tutor</b>	<b>Date Achieved</b>
<b>1</b>	Ring up in peal		
<b>2</b>	Ring down in peal		
<b>3</b>	Write out, explain and ring Plain Hunt on 5 or 6 bells		
<b>4</b>	Write out a method from place notation.		
<b>5</b>	Understand the calling positions for bob and singles in PB Minor and explain a touch printed in the diary.		
<b>6</b>	On the grid below identify what the ringer is currently able to ring. Identify 3 further targets. When these are accomplished they can each be counted as meeting 1 competency on the Module sheet.		

<b>Continuing Bell Ringing - Skill Targets</b>							
<b>Agree three new Methods with your Tutor, when learnt, each will earn a Credit. Remember to stay within the normal ringing range of your Tower</b>							
	Treble to plain course	Treble to touch	Write out plain course	Ring a plain course	Ring a touch	Ring a quarter peal	Call a touch
PB Doubles							
Grandsire Doubles							
PB Minor							
Triples Grandsire or PB							
PB Major							
Little Bob Major or Minor							
Kent TB Minor							
Cambridge S Minor							
Cambridge S Major							
Stedman Doubles							
Stedman Triples							
Other method 1							
Other method 2							

<b>Continuing Bell Ringing – Ethos Challenges</b>		
<b>Taking Responsibility Challenges</b>	<b>Date completed</b>	<b>Signed off by</b>
Call go, that's all and stand for Plain Hunt		
Call changes to allow at least 4 bells to come to lead.		
Call a touch of Bob Doubles or Minor, or Grandsire		
Call a quarter peal		
Take responsibility for improving their own striking eg using Abel		
Take on a responsibility in your tower eg tidying up, record keeping, secretary		
Take some responsibility for organising a branch event		
Take an active part in a bell ringer's service		
Help with the induction of a new ringer eg demonstrate ringing, teach to tie up bell rope		
Help with teaching bell handling		
Learn how to splice a rope		
<b>Working Together Challenges</b>		
Go on an outing		
Introduce a new learner		
Ring in a 45 minute performance		
Ring a quarter peal		
Ring a peal		
Ring regularly for Service		
Ring for a wedding		
Ring regularly at Practices		
Stand behind a learner to help them		