
Grandsire Doubles Touches - Teachers' notes

This is a workshop or course toolbox for ringers who can reliably ring plain courses of Grandsire Doubles and are ready to learn touches. It includes theory and practical activities, ideas of how to help with common problems and teaching tips.

Target participants

Suitable for ringers who have completed Learning the Ropes Level 3 and who are beginning to learn methods. They will need to be familiar with plain courses of Grandsire Doubles, know how the blue line works, the circle of work, be aware of the treble signposts and understand the concepts of a second hunt bell and place bells. They should be able to ring plain courses from different start bells.

Helpers

- A minimum of six, competent helpers are required.
- They should be able to reliably ring touches of Grandsire Doubles on any bell.
- At least one helper needs to be able to call touches of Grandsire doubles, including teaching touches where another ringer can ring the half hunt bell.
- They should be able to adapt to ringing other related preparatory methods or exercises if appropriate.
- Any of your helpers who are willing to call touches could find this resource on [practice night touches](#) useful.

Practical targets

- To ring touches of Grandsire Doubles, both as the half hunt bell and be affected by each call.

Theory targets

- To understand what a bob and single are, what to do at a call and how to pick up their place in the method by spotting the position of the treble afterwards.

Teaching resources

- Whiteboard, flipchart or equivalent.
- Marker pens.
- Laptop and projector.

Learning Resources

Crib sheet - [The half hunt bell](#) (Grandsire Toolbox)

Crib sheet - [Calling Simple Touches](#) (Grandsire Toolbox)

Circulate the two crib sheets to participants beforehand. Reassure them that they do not need to memorise all or any of these before the session, they are just for information.

Print out and laminate some of the theory games such as the [Grandsire Doubles Dominoes](#). These can be used by ringers who are sitting out or played as part of a theory session. There is also a [quiz](#), [wordsearch](#), and [crossword](#), which can keep ringers using their brains over lunch!

Introduction

Each event should start with a short introductory session of 10 minutes or so when the teacher introduces themselves, explains the outline of the workshop and its objectives. You can explain what the theory and practical targets are for the workshop, so that ringers know what they are aiming to achieve. Participants can also state what they are hoping to get out of the workshop and let you know any experience they have of ringing touches of Grandsire Doubles.

Practical sessions

Placing the band

Place the band for each touch to give a workshop participant the best chance of success. If possible, ask someone to stand behind to help with timely advice if needed, and give constructive, positive feedback afterwards.

- Participants 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, they will not be able to hear whether or not they are accurate and will not be able to learn from the practice session.
- Another participant may be able to ring the treble or tenor.

Where to start

To start with, invite the participants to ring a plain course of Grandsire Doubles together as a refresher and to help gain confidence. If any of the participants have any difficulties, you should be able to spot it at this stage and offer help if needed.

Change the order of the bells

This is a good activity to reinforce the skill of ringing by place and the concept of place bells. The order of the bells looking different is something that ringers will need to become familiar with once calls are introduced. Remember in Grandsire Doubles that you'll have to designate a bell as the hunt bell (other than the second).

- **Activity:** Using call changes, swap some bells over before ringing a plain course of Grandsire Doubles. Rounds may come up in unusual places and it's easy to miss 'that's all' because things look and sound quite different.

Introducing the half hunt bell

- **Theory:** Explain what the half hunt bell is, that this is similar to being an observation bell as it rings a course of repetitive work and why it can only be either bell 3 or bell 5. Describe how calling a bob at certain points causes a bell to become the half hunt bell. Explain the treble signposts that the ringer of the half hunt bell will see as a clue to the next piece of work.
- **Activity:** Place a strong band to ring a touch of 60 changes with a workshop participant ringing the half hunt bell. Allow each ringer the chance to ring this at least once, preferably twice. As a touch of 60 changes is quite short, it should be possible for each person to have more than one turn, preferably on a different bell. If they ring the 3 the first time, invite them to ring the 5 on their second turn.

Introducing the hunt bell

- **Theory:** Ringers will already be familiar with the 2 being the hunt bell in a plain course. Explain how in a touch, different bells become the hunt bell after a call and using the diagram show how the bobs and singles can cause a bell to go into the hunt.
- **Activity:** Spotting the hunt bell.
 - Ask your band of helpers to ring a touch of 120 changes.
 - Participants can stand behind someone ringing the method, but not the ringer who will be ringing the half hunt bell (usually the conductor).
 - Ask the standing ringers to watch closely and spot when the person they are watching goes **into** and **out** of the hunt.
 - Perhaps they are able to look around and spot which bell is the hunt bell (easier to do whilst not ringing themselves).
- **Theory:** Explain to ringers how a bob affects the bells. You might use a whiteboard or flipchart, or refer ringers to the [crib sheet](#). It may help to simply cover bobs, rather than teaching singles as well, so that ringers aren't overwhelmed by too much information.
- **Activity:** Although in a true touch of Grandsire it's not possible to leave any bell unaffected, there are some false practice touches using only bobs (not singles), where a bell will always be making thirds as they would in the plain course. If you have a workshop participant who would benefit from ringing a bell that does not need to do anything different at the calls, but will still have the challenge of the order of bells changing around them, the following touches will work.
 - To call the 3 'unaffected', PPBPPBPPB.
 - To call the 4 'unaffected' PBPPBPPBP.
 - To call the 5 'unaffected' BPPBPPBPP (warning, rounds will come up unexpectedly!)
- **Activity:** To ring another type of touch using only bobs (not singles), call a 60.
 - BPBPBP or PBPBPB creates a true touch without the band having to know singles.
 - If bobs are called at the 1st, 3rd or 5th lead, the 3 will be the half hunt bell. In this touch, the bells will go into the hunt in the order: 4, 5, 2.
 - Bobs called at the 2nd, 4th or 6th lead will make the 5 the half hunt bell. In this touch, the bells will go into the hunt in the order: 3, 4, 2.
- **Activity:** Two further short touches using only bobs. To consolidate ringing bobs (without singles), the following touches can add variety as ringers gain confidence reacting to one type of call.
 - 39 changes: PBPP.
 - 49 changes: BPPBP.

When participants are comfortably ringing short touches with bobs, encourage everyone to swap bells and try ringing touches with a different start, experiencing different calls if they start on other bells.
- **Theory:** Explain to ringers how a single affects the bells. As bobs have already been mastered, the double dodging work at the back will be the same and the only difference will be the singles affecting bells in first and second place.

- **Activity:** As with practising bobs, it may be useful for ringers to initially focus on ringing touches with only singles. You could call any or all of the following to allow plenty of opportunity to practise singles, with ringers ringing different bells.
 - 40 changes: BSBS **or** SBSB **or** SSSS.
 - 49 changes: SSPPP.
 - 59 changes: PSPSP **or** SSSPSP.

Putting it all together

When ringers are confident ringing both bobs and singles, move on to touches which include both. Here are some ideas of short touches that can be used so that it's possible to save time and give workshop participants more rings.

- 59 changes: BSBPSP.
- 60 changes: PSBPSB **or** BPSBPS **or** SBPSBP.
- 69 changes: BPPSBSP **or** SBPPSP **or** SBSPPBP **or** SPPSPBP.
- 79 changes: BSPBSPSP **or** BSPPSBPPBPSBPPSP **or** PSPBPSBP.

There are numerous compositions for touches of Grandsire Doubles in ringing books and online, so your helpers may well know many more that they are able to call, including the standard 120s.

As participants become more secure with ringing touches, they can start to ring together in the same touch, so longer touches like 120s become possible without leaving people sitting out for too long. If you think the band can succeed and if you want to go for a showy touch with lots of calls, calling a 240 like Morris's will keep ringers on their toes.

- SSSBSSSP (repeat twice, 3 is half hunt) or PSSSBSSS (repeat twice, 5 is half hunt).

Ringers may be interested to know that these touches produce all the changes once at handstroke and once at backstroke.

Calling Grandsire

Although not every ringer aspires to conduct, being able to call even simple touches of common methods like Grandsire Doubles is a very useful skill to have. By normalising calling very early on as part of learning method ringing and developing it like any other skill, ringers may benefit from a positive and supportive environment where it's possible to just 'have a go'. Once ringers are confident with ringing touches, consider making time for anyone who wants to try to call something basic, such as a touch of 60 or 120 changes with themselves as half hunt bell.

Participants might like to first try calling a touch whilst not ringing themselves, to practise the timings of where to put the call in. Calling from the treble, or sharing the calling by just putting the first couple in then handing over the second half of the touch to another more experienced conductor are also options.

After the session

- Ringers will need ongoing practice opportunities to consolidate Grandsire Doubles.
- A goal of ringing a quarter peal can be set. Arrange to meet up and try some long extents or schedule a session where they can try calling more touches.
- If they have enjoyed Grandsire Doubles and want to try something else out for variety, have a look at [Antelope Doubles](#).
- Ringers who can also ring Plain Bob Doubles might like to progress to ringing variations like [April Day](#), or [Reverse St Bartholomew](#) which have elements of both Grandsire and Plain Bob