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## Teacher notes for use in theory sessions

### Follow the bell which follows you

- When hunting up through the bells the student should be encouraged to develop the skill of noticing which bell is following them. This bell is hunting down and is the bell over which the student will ring next time.
- When first learning to hunt to methods such as Plain Bob or Grandsire Doubles the treble hunts down ringing over the bells in the order they followed when hunting up.

### Counting your place

The student should be taught to count their place right from the beginning of learning to hunt.

- When everyone is ringing Plain Hunt, they should get used to counting their place.
- When they move on to hunting the treble to methods, if they are having trouble counting their place try ringing Flying Dutchman.

### Ropesight

- Ropesight is the ability of a ringer to see where they are in a change, the place they are ringing in, by interpreting the position of the other ropes visually.
- It is important that a ringer learns to see which bell they are following.

### Developing ropesight by eliminating bells below

- As the student passes through the bells, the bells which have been rung over can be eliminated, and they only need to look to the bells they have not rung over yet to see which one is next.
- A teacher can help a learner develop this skill by teaching them to cover. When covering the tenor ringer is always looking for the last bell down.

### Course and after bells

- Teaching students to use their course and after bells will not only help them when learning to hunt but will also stand them in good stead when learning to ring methods.
- Students should know that they are taken off the lead by their after bell, which they then ring over again at the second blow at the back. They ring over their course bell before they lead, and that they ring over this bell again on their first blow at the back.