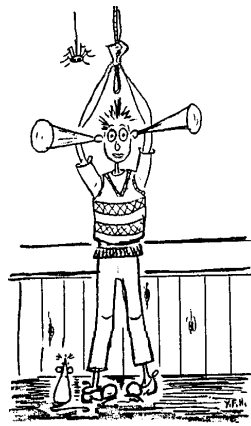


LISTENING SKILLS – a ONE DAY COURSE

This course is based on the one that I developed for the Central Council Education Committee in 1994 and ran over 30 times before I left the Committee at the end of 2007. Since then I have been asked to run it several times.



Cartoon by Yvonne Hall

This leaflet is based on the 'standard' course but I can vary the details and timing to suit particular requirements if necessary.

Objectives

The course is suitable for all ringers, especially those who are keen to understand the listening skill better. It is particularly suitable for teachers of ringers since they will pass on what they learn to a larger number of people. The aims are:

- 1 To give insights into the listening process and how to develop listening skills
- 2 To use practical tasks to exercise participants' listening skills
- 3 To encourage interaction and sharing of ideas
- 4 To give the impetus for further development

Format

The course has a strong practical content, with sessions using:

- 1 A standard ringing simulator
- 2 A listening tutor (!Strike)
- 3 Recorded ringing

Numbers

The numbers are only limited by the practical sessions. The ideal number for each group is about 6. The simulator group should not be bigger than this but the other two can be up to 12. Therefore the working limit for a standard course is 18. I can run a double size course (36) providing the tower is large enough to use two separate simulators (one of which has student and tutor on headphones).

Programme (draft)

This is a typical programme. It can be varied to suit local needs.

- 9.00 Arrive and set up simulator (unless tower is already fitted)
- 9.30 Brief group leaders on practical sessions. Answer questions
- 10.00 Coffee
- 10.15 Welcome by host organisation
- 10.20 Why listening is important and why it gets neglected
- 10.35 Listening skills and how to develop them
- 11.15 Demonstration of listening tutor and recorded ringing
- 11.40 Move to tower
- 11.45 Demonstration of simulator
- 12.00 Practical sessions
Groups cycle round different topics - see below
- 3.45 General discussion
- 4.15 Finish

All sessions will include time for questions.

The amount of time needed prior to the official start will depend on how much setting up and briefing is necessary.

Practical - suggested timing

Based on experience, I suggest staggering the practical sessions to make the simulator session longer, especially with full groups, because in this session, people have to take turns to ring (unless the tower has more than one simulator).

	Group A	Group B	Group C
12.00	Simulator	!Strike	CD
12.15			
12.30			
12.45		Lunch	Lunch
1.00	Lunch		
1.15			
1.30		Simulator	
1.45	CD		!Strike
2.00			
2.15			
2.30	!Strike	CD	Simulator
2.45			
3.00			
3.15	Tea	Tea	
3.30			Tea

Staggered times require more co-ordination to ensure that the students all know where they should be when.

Lunch

Based on experience it is preferable to 'eat in'. People continue talking over lunch and it takes up less time than going out to a pub (especially with staggered times).

Facilities

You will need a hall (or the church) with two separate rooms (preferably warm) that can be used during the practical sessions.

A white board, flip chart or overhead projector are useful, but are not essential.

You need a tower near the hall. (If it has a simulator fitted, it will save me bringing one and reduce the effort setting up beforehand. If it has more than one simulator the students will get more rope-time during that part of the practical session.)

If you have a CD player (and/or a computer running RISC OS) it will reduce what I need to bring (but not essential if you don't)

You need a 13A power point in each location, including the tower.

Arrangements

I assume that you will make all local arrangements, including publicity, registration, hall & meals. I will send you group leader notes and tutor notes by e-mail for you to print handouts.

Practical sessions

I prefer you to provide a group leader for each practical session. Group leaders don't need any prior experience of the techniques used, but competent to supervise someone ringing a bell safely. Their role will be to act as 'chairmen' not as 'experts'. They will have briefing notes in advance and everything will have been demonstrated before splitting into groups. Ideally the group leaders will remain with the same group and therefore experience each practical session. If you run a double size course, then you will need more group leaders (ideally two per group of twelve, but you could manage with 3+1 where the extra one acts as second leader for all three simulator sessions).

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