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<b>ATM Lesson #283 ~ Donna Blank</b>	<b>10</b>	attention to several places. Repeat w/L shoulder. At	
Folding simply, on back	10	pelvis, both hands under cress in hallow, roll up from one	
CD#20/T04 [21 minutes]	10	side then other. Lift same-side shoulder/hip on each side.	
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## Day 121 February 27, 2006

### Talk #115 ~ Donna Blank

#### Introduction

CD#19/T01 [5 minutes]

Overview- some challenging lessons that complement the last segments Judo roll. Going deeper into simple ATMs in the first few days few days

### ATM Lesson #273 ~ Donna Blank

#### Folding, unfolding and rolling, from back to side to back #1

CD#19/T02 [Amherst July 2, 1981] [55 minutes]

On back long scan. Roll to R side, folded arms/legs, bring knees little towards elbows/elbows towards knees. Without pushing, where is it easy/not so easy? Not here to learn "good movement". ROB. On R side, L elbow/knee tog/apart. Then just L knee up, then just L elbow down, L elbow/knee tog/apart. ROB. On R side, slide L arm little up, then L leg down then both at same time. Continue while thinking of: foot/hand, ankle/wrist, arm/leg, knee/elbow, hip/shoulder, middle, entire side. Continue lengthening arm/leg until you roll to your back. Return to R side. Initiate from torso -hip to shoulder. Then break down to pelvis first then shoulder first then at same time. ROB, arms overhead on floor, roll from back to R side w/o pushing. Then initiate from just pelvis then just shoulder. Note head sliding back, low back extending, then folding arms/legs when on side so knees/elbows come together.

### ATM Lesson #274 ~ Donna Blank

#### Folding, unfolding and rolling, from back to side to back #2

CD#19/T03 [Amherst July 2, 1981] [24 minutes]

On R side, folded, imagine rolling to back thinking of analogous parts i.e. foot/hand, etc. Extend L arm overhead slowly. Extend L leg down slowly. Note change from earlier lesson. Extend arm/leg same time, gradually rolling to back. Add looking at L hand sliding overhead, pause at point that arm and leg are lengthened while still lying on R side, do seesaw breath. Roll to back then to L side, start the process on this side of unfolding and rolling towards back. Eventually continue onto the R side and then alternating side/side. Gradually go more quickly. Use it to come up to sitting. The quality communicates. Your comfort communicates and people around you become more comfortable. Over lunch think about the lesson.

### Talk #116 ~ Donna Blank

#### Deconstructing the lesson

CD#19/T04 [74 minutes]

Groups of 4: Share what the lesson was for you and then deconstruct what the lesson was about. Large group discussion about small groups. Ann Baker came in real close. Edward - Boundaries-cultural and personal. Brian about feeling closed in during meeting. Calibrating your boundaries. Frank - proxemics and in prison mixed messages. Physiological and psychological throwing off balance. Donna on the instructions of expressing: experience of lesson, deconstruction of and then the reconstruction. The process of becoming a practitioner goes beyond just experiencing and this is the fourth year. Betty - recognizing what's hard, non-judgment, initiation of the movement, imagining as difficult or not, appreciation of Donna's voice/permission, spreading awareness throughout self and beyond. Brian - lesson let you go into whatever you wanted. Could be breathing, patience, pacing, being with self, Donna - Moshe's structuring of lessons. Added something not in the notes of bringing elbows/knees together. Ruth about when the lesson started. Maryska's experience and having a blueprint. Betsy's experience of words/symbols and action/movement. Donna - structure of lessons, starting with something challenging, experience a difference that makes a difference. Gregory Bateson. Also in ATM book. Feeling differences between two sides. Adding more flexion to make clearer the extension. Maryska - proximal moving the distal, vs. the supporting side, the shadow side, balancing, lengthening/shortening, upper/lower side. Balancing tonus, natural resting length. Spending time in the easy area so the difficult areas got farther and farther apart. Donna- constructed lesson very detailed way but wouldn't work for the public. Kathleen - support doesn't have to be still. The seesaw breath softened/dissolved the edge. Kate - primitives. Angle of elbow/knee as a cue. Relating to other developmental lessons. The eyes at the end was a big shift. What's a basic ATM? Symmetry. Donna - one-sided lessons taught in trainings because of time. Also, being more experienced you're able to pick up other side quicker. Public teaching more symmetrical. Kate-use just an image to help cross over. Frank- was the breathing in beginning added? Yes. Donna on making up lessons. Learning music and structure. Integrity of structure of Moshe's lessons and the experimental/improve aspect and the balance of that. Using that ATM book for teaching. Making something up on the spot for a person having problems is different than making up lesson. Frank about repeating adlibs. Looking at your sources. Caroline-timing. Style of AY lessons doesn't have that deeper quality but structure still creates change. Bob-breathing changing with attention or not. Spreading/dividing attention and relation to 5 lines. The discovery is what makes it yours and vital. Ann Baker-lesson helped people arrive. Appropriate in the training and not advisable for public/intro workshop. Brian-setting up the

"what?" moment. Creating contrast and surprise. NS reorganizes when shake apple cart. This lesson shifted from distal to proximal and the timing. Does it make a lesson a lesson?

## **ATM Lesson #274 continued ~ Donna Blank**

Folding, unfolding and rolling, from back to side to back #2 continued

CD#19/T05 [Amherst July 2, 1981] [15 minutes]

Lie on R side, remember the lesson, the movements, quality, timing, ground support. Follow what you remember in sequence and do one movement of each or just in imagination. Feel how lesson unfolded for you. Reconstruct linearly if it works or just what/how you can remember. Reconstruct on paper then gather with small group again to compare notes.

## Day 122 February 28, 2006

### Talk #117 ~ Donna Blank

#### Checking in and yesterday's experience

CD#19/T06 [35 minutes]

Barbara-missing pieces when reconstructing lesson. Donna shares how she prepares a lesson by writing down. First step is remembering the steps. Finding your way. The issue of did you "succeed" is a different matter. In beginning of training, mostly best to stay in experience. By now, time to start writing down and remembering. Ray-how people remember and what is the important aspect of the lesson and what's our own flavor. Donna - riffing and structuring. People are different in how they pay attention. Lessons have an arc of overall movement in structure as well as size of movement, timing. All structure without qualities it's dehumanizing. There are qualities, play of attention, meta themes (i.e. doing less). Manipulation (body level), orientation (environment/space) and timing (relationship of movements/body parts). Could examine your notes of the lesson and look for the 3 aspects. This is not just movement improvement, it's about self. Where are you coming from when you are teaching a lesson? It's holding all the aspects. Maryska - Judith Kestenber work with children and development. Stages have rhythms in movement i.e. anal phase is a "stop/go" movement/rhythm. Caregiver's timing/rhythm in relation to the child. Daniel Stern, Stanley Greenspan, are all looking at same thing. Timing/rhythm is relevant in FI. Susannah's son asks for FI because it feels like snuggling.

### FI Practice #145 ~ Donna Blank

#### Use rolling lesson to create FI

CD#19/T07 [72 minutes]

First everyone lying on side, folded, scan, feel support of floor. Recreate the movements of yesterday's lesson, folding, unfolding and rolling. Then with partner: Thinking of the lesson, create FI with partner, based on the lesson. Start big, bringing person and lesson together. Discuss in partner's then in larger group. Allyson - direct vs. indirect. Donna, example of athlete and doing larger moves to meet the person. Getting literal with turning ATM into FI and then looking at the individual and their pattern and where is the learning for them while thinking of the "background score". Asking what's most fundamental about a lesson. Caroline - Shannon initiating arm overhead by using neck and interest in ribs. Susannah, demo with Betty, attaching hand to head from underneath while on side or on other side or hand on forehead. Arm farther under head will help connect into ribs more. Then Adam demo what he had done with Maryska. Hand on hand, lifting elbow, bringing in to his own imagination how head/neck fits in. Donna - showing how to incorporate arm/head connection to get into torso.

Everyone lie on mat to feel the relationship of arm/head. On side, forearm under side of head, take elbow forward and up, note ribs/spine. Switch to underside arm under head and upper side hand on other elbow to take towards flex/ext in spine. Switch back to upper-side hand on side of face. Explore different places on face. Then arm long so upper arm rests on head. Dan - going for available? Start with where is easy to lower tonus. Looking for more freedom and choice, expanding on what they can already do. Perturbation of a pattern can be enough. The change doesn't always happen in front of you. Story about artificial floor lesson. Dan - pursuing a movement, maximum range, sense of freedom and available options, function, what's the fines details. So there are all these threads are going on at once and how do I choose which to go with. Donna - developmentally, child doesn't totally define a stage before moving on. What's more fundamental? Demo with Lisa Knox, sitting at back, rolling Lisa from pelvis/shoulder. What does she want to do, flex/ext? You perturb and they do something with it. No rolling is pure, are they more flexing or extending? Went into following Lisa, her ribs, spine. Helping person to know themselves more and then they are more available to new things. Idea of conversation. Frank - availability. Donna - example of someone lying on side with legs straight. Frank - example of someone wanting to learn throw a ball. Then discussion about using lesson as background for FI but not necessary to be literal so you can use any position, regardless of position in lesson. Maryska jumping on the same idea as Frank. Donna - proximal/distal in any orientation. Organizing head, torso, pelvis will make limbs move more easily. Story of woman who wasn't comfortable in any position and ended up on tall stool.

### Talk #118 ~ Donna Blank

#### Witnessing

CD#19/T08 [13 minutes]

There is no development without witness. We come into the world being witnessed so it's fundamental. Functionally we need that so where is the role of witness in our work, FI or ATM. Witnessing is using your attention in a wide-open field. You look at your own experience while witnessing. You drop the judging and analyzing and just notice what comes up for you in sensation, feelings, memories. The exercise will be in partners, one person as witness, other as the ATM "doer". Witness doesn't need to interpret but will notice when you are. You observe/notice yourself doing other things and bring yourself back. Sometimes you are picking up what's happening with the person and sometimes is total project of your own stuff. Safety container or holding environment. When we are being held like that we feel safe to take risks. We feel more our own authenticity and "true self".

## **ATM Lesson #275 ~ Donna Blank**

### **Crawling preparation, on front**

CD#19/T09 [44 minutes]

First, witnesses settle. Movers: On back, scan, roll head then roll onto front side. Note side head is turned. Roll pelvis little L/R. Note knee on face side bends when pelvis on that side is lifting a little, gradually drag that leg up, knee bending. Change between initiating from pelvis or leg. Stand palm on floor on face side, elbow in the air, push hand little so shoulder blade slides back towards spine. Add looking under arm towards knee sliding up. Slide knee up without looking under arm then leave leg long and look under arm, alternate, noting spine as well as changing pressure against floor. Return to both at same time. ROB, roll head. On front side, turn head to face other side, repeat on other side. Then both hands standing, alternate side/side. ROB, come to sit, stand, note. Sit with partner a moment. Move can talk about your experience, witness listens. Witness can then speak if the mover wants to hear.

## **Talk #119 ~ Donna Blank**

### **Witnessing process**

CD#19/T10 [23 minutes]

Beck shared difficulties of witnessing. Getting sleepy as witness for different reasons. If you don't notice what you are doing they won't change. Whatever comes up is exactly what's needed. Eliza about managing other info coming in, letting it be, blocking, letting it in. Brain attention coming/going, realizing his own projections, choices of managing what came in. Ray shared his experience. Bob as mover aware of being observed in beginning. Did become self-conscious this time. Shawn as witness about enjoying watching Barbara move. Donna about acknowledging all that.

## Day 123 March 1, 2006

### Talk #120 ~ Donna Blank

#### Checking in and yesterday's experience

CD#19/T11 [30 minutes]

Robert: sore from crawling lesson. Witnessing? Betsy: as mover felt comforted being witnessed. Donna: Eliza's spread attention to whole room. Caroline: relating to Eliza's experience to her work with children. And, room full of witnessing. Adam: the whole room blossoming. Donna: conscious of that feeling in the room.

### ATM Lesson #276 ~ Donna Blank

#### Crawling preparation, on front

CD#19/T12 [46 minutes]

Repeated from previous day At end, used pushing with toes of long then short leg, towards propelling forward

### Talk #121 ~ Donna Blank

#### Witness process

CD#19/T13 [52 minutes]

Betty: enjoyed not paying attention to words or movements. Noted her attitude as witness. Enjoyed the neutral, less social face. Ruth: ATM experience, shared thinking with witness, association with word "witness". Betty: going into judgment. Shannon: joy, shoulder blades sliding down back and choosing place to sit. Donna: asking the question is where it's at. Ray: judgment becoming inquiry. Dennis' request to look at people like poems. Distance from mover. Susannah: as witness, many phases, allowing space so not intrusive, use of peripheral vision, own discomforts took away from attending. Lisa K.: didn't like where her observer was sitting. Kathleen: what is a constraint and what's our own. Donna: mover should control where witness sits and mover should have eyes closed. Elaine: how do you know difference when it's you or the other person. Donna: never know, staying curious. Desire to stay open to other's perceptions. Moshe's idea of inquiry. Teacher as expert departing knowledge diminishes dynamic relationship. Story of Dali Lama and Varela. Aliveness in dynamic inquiry. Bob: position of witness. Rosemary: mover standing with back to witness.

### ATM Lesson #277 ~ Donna Blank

#### Bridging #1, walking shoulders towards pelvis, on back

CD#19/T14 [Amherst 6, 1981] [48 minutes]

On back, stand R hand above shoulder, palm to floor, fingers pointing down, L hand on R elbow, take elbow side/side then overhead, pressing hand into floor. Stand R hand/foot, press foot/hand, lifting R side of torso, take back of head through gate of R arm. Repeat in imagination

first on L side. Stand both feet, lift pelvis, roll up spine, return. Stand both hands/feet, roll up spine. Legs long, stand hands, press back of head on floor, lift shoulder girdle, then lift head. Arms/legs long, lift shoulders few times, lift head few times. Arms at sides, feet standing, lift pelvis, leave up, slide R shoulder blade towards R hip few times, then L shoulder towards L hip few times. Continue by lifting shoulder little to take it down, then lift to return. Alternate shoulders to walk them towards pelvis. Press/release all along the back side in parts. (Some left out) Pelvis lifted, walk shoulders down towards pelvis.

### ATM Lesson #278 ~ Donna Blank

#### Bridging #2, walking shoulders towards pelvis, on back

CD#19/T15 [Amherst July 7, 1981] [16 minutes]

Feet standing, lift pelvis, weight on shoulders, walk towards feet. Repeat, reach for ankles w/hands. Feet standing, L hand standing, lift pelvis, reach R hand towards ankle, let head slide. Repeat on OS. Return to walking shoulders to pelvis, hands to ankles, pelvis high, come onto top of head, light weight on top of head, knees go forward/down over feet, coming onto balls of feet. Legs long, bridge arms, slide back of head through gate of arms alternately. Repeat w/feet standing, pelvis down then up. Hands behind head, feet standing, fold, elbows towards knees.

## Day 124 March 2, 2006

### Talk #122 ~ Donna Blank

#### Checking in and yesterday's experience

CD#19/T16 [39 minutes]

Going back to ATM of pre crawling so you can play with it in FI with a witness. Betsy: sore plus relieved from swallowing and knee problem. Would you teach this public class? For dancers - how would you do it, what would they learn? Robert: timing? Slowing it down? Susannah: her experience with dancers and the problems with their mindset and thought could be interesting for yoga students. Ray: re: dancers, they ask why, what for? Give them the end first, something difficult. Donna: meeting people where they are. Shannon: gave intro workshop to patience of a chiropractor. Susannah: her intro workshop. Donna: meeting and challenging. Dan: teaching dancers and getting goal oriented. Noticing questions as a place to connect with the person. Think about a group you might teach in terms of the ATM, length of time, language.

### ATM Lesson #279 ~ Donna Blank

#### Crawling preparation (revisited), on front

CD#19/T17 [8 minutes]

On back, scan, prepping for idea of doing FI from this lesson. On front, remember the lesson of crawling, think the different moves and explore a few. Recall the lesson for yourself. Exploring on your own and then write it down.

### Talk #123 ~ Donna Blank

#### Notes on the ATM, what's it about?, for who, function

CD#19/T18 [22 minutes]

Few unrecorded clarifications on ATM moves. What was the lesson about? Ray: sequences, linkages. Donna: noticing patterns. Betty: about looking. Ruth: rotation of spine. Robert: using the floor instead of fighting it. Eliza: proximal/distal. Maryska: developmental. Robert: we have a vocabulary because of experience, but what about context for those who don't? Donna: how much do you have to be specific? Need to make different references to connect with those in the room. Many different meta themes you might use. Bob: touching head to toe metaphorically. Donna: Functionally what is it about? Who would you use it with? Caroline: used it with 2 kids. Donna: turning head.

### FI Practice #146 ~ Donna Blank

#### Taking crawling ATM into FI with witnessing

CD#19/T19 [2 minutes]

Trios: one person receiving FI, one giving, one witnessing, using the crawling ATM.

### ATM Lesson #280 ~ Donna Blank

#### Bridging #3, walking shoulders towards pelvis, on back

CD#19/T20 [Amherst July 7, 1981] [53 minutes]

On back, stand feet/hands, lift pelvis, remembering lesson from day before. Stand feet, walk shoulders towards pelvis, hands towards ankles, take knees down/over feet, coming towards top of head. Sit, legs crossed, reach forward with bell hand, gradually increase so hand goes up/over behind shoulder, arm like in bridging. Add other hand alternately doing same. Repeat with legs switched. Pause, repeat hands but together, not alternating, both hands go up/down, forward/back, let head go forwards when arms go back. Then leg head go up/back with arms up/back then down with head going down, keeping arms light. On knees, repeat arm moves, think palm is going backwards towards a wall behind. When arms go up/back, note pelvis going forward or back? Try both ways. Take arms up/back, head back, pelvis coming forward. Continue, thinking of taking hands to floor behind. Repeat w/toes standing, compare to feet being flat. On back, stand hands/feet, lift pelvis, push up on arms into bridge. Feet standing, walk shoulders towards pelvis, hands to ankles, onto top of head, compare to beginning. Check being on front. On back, lift head w/hands, add lifting one straight leg, other foot standing, switch interlacing of fingers. Switch legs. Then both legs, elbows/knees towards each other. Alt knees towards elbows, elbows towards knees, then tog.



## **Day 125 March 3, 2006**

### **Talk #124 ~ Donna Blank**

#### **Checking in and yesterday's experience**

CD#19/T21 [44 minutes]

Discussed witness process in yesterday's FI trios. How to relate experience and analysis. Not to be limited to one or the other and how to integrate them. "Thinking without acting is cerebation." Talked about Susannah's FI. Enhancing self-image to allow someone to be more of who they are. Quoted Janet Adler from witness handout.

### **FI Exploration #147 ~ Donna Blank**

#### **Trios explore FI lessons**

CD#19/T22 [63 minutes]

Trios from yesterday discuss and explore FI techniques from yesterday's lessons. Then group discussion demonstrating FI explorations. Dan demo with Rosemarie. Donna demo with Rosemarie. Bob demo with Shawn. Donna demo with Shawn.

### **ATM Lesson #281 ~ Donna Blank**

#### **Bridging #4, rotating arms**

CD#19/T23 [Amherst July 8, 1981] [50 minutes]

### **FI Exploration #147 continued ~ Donna Blank**

#### **Trios explore FI lessons**

CD#19/T24 [44 minutes]

Continued demonstrations from groups. Ruth demo with Kathleen. Kate demo with Ruth. Cheryl described lesson with Lisa Lastra.

### **ATM Lesson #282 ~ Donna Blank**

#### **Bridging #5, rotating arms**

CD#19/T25 [Amherst July 8, 1981] [31 minutes]

## Day 126 March 6, 2006

### Talk #125 ~ Donna Blank

#### Checking in

CD#20/T01 [47 minutes]

Betty sharing about internal dialogue. Kate about similar thing plus watching the Olympics. Donna about Olympics and the judgment. Being able to just be with what is and example of baby's learning. Looking at the group's differences in experience. What makes an FI? - exploring, responding. Structure can be a problem in that you may be imposing. Becca going back to Donna's earlier example of seeing relationships in person's expression and being drawn to seeing the 5 lines and diagonal hand/foot. Donna defined it as starting with exploration and then how do we create something coherent. Susannah about having list of ATMs to pull on but how to bring it into FI without getting stuck with limited number of things to do. Caroline limiting to be simple. Donna on some people have too many ideas, other have few, we're all different.

### FI Exploration #148 ~ Donna Blank

#### Crawling ATM structure, guided

CD#20/T02 [72 minutes]

Partners: on lie on front, practitioner look at them lying and think of the crawling ATM moves. What is the potential for action, which way would they roll? Head turned? Legs, heels? Look at which way pelvis might roll and try it. Go to side opposite person's face is turned, slide hand under the iliac crest near the hip joint w/soft clear hand. Where does the movement travel, note self-organization. Come to foot of side you just lifted, lift foot, turn such that knee can go outward. Think ahead that you want to bring leg up to side like in lesson. Slide knee up to side, thinking through whole person. Return to pelvis, lifting same side then return to foot. Leave leg bent up, come to pelvis again, one hand on ribs, the other pulls pelvis, feel for rib movement. Then go to just lower ribs to roll them. And return to ribs and pelvis together. Pull with both hands and then alternating. Bring leg down and return to rolling pelvis. Slide the knee up again, leave there, sit at their head, arm up on face side, slide hand under shoulder to lift. Repeat w/other hand on back, shoulder blade, spine. Let your attention spread. Return to bent leg and lengthen it. Return to behind pelvis to roll them, add exploring w/your other hand along spine. Note breath. Stand at head and look how they are organized now compared to beginning. Have them roll onto back, to feel/look. Switch roles, repeat.

### Talk #126 ~ Donna Blank

#### Checking in about how guided FI went

CD#20/T03 [26 minutes]

Caroline shared good for simplicity and pacing. Betty about using ATMs for FI structure. Ray about complexity of ATMs available and the simplicity human movement and not making it unnecessarily complex. Different approximations. Bob about mathematical approximations and "it". Dan about house approximations. Shannon about wanting to take side roads during the guided FI.

### ATM Lesson #283 ~ Donna Blank

#### Folding simply, on back

CD#20/T04 [21 minutes]

On back, knees bent, R hand behind head, L hand holds behind R knee, R elbow/knee coming together. Repeat OS. Return to R leg but switch arms then repeat that variation on OS. Repeat variations but initiating from knee coming towards elbow and then from the elbow and then both again. Stay with diagonal elbow/knee together and rock up/down. Both hands behind head, lift knee, elbows/knees tog/apart. Stay with elbows/knees near each other, roll little side/side.

### FI Exploration #149 ~ Donna Blank

#### Folding ATM structure in trios

CD#20/T05 [60 minutes]

In trios, talk about ideas of how to use the folding ATM in FI, do some things. Show and tell after. Kate with Eliza, Ann Baker. Ruth and Cheryl with a variation. Caroline shows holding Betty's leg on hers while taking sternum/shoulder towards folding. Before got to leg decided to do more proximal by going to shoulder sternum then pelvis. Betty showing w/Caroline, knees bent, feet standing, lifting leg from knee, knee towards head. Donna took leg plus other hand at her pelvis to take pelvis w/leg then showed coming from under sit bone. Then addressed fact that Caroline likes extend lower back and why wasn't so easy. Going with her extension, then return to flexion. Could do just proximal flexion moves. Went to lifting shoulders. Returned to pelvis. Maryska suggested crossing legs, which took her into extension. Betsy with Dan and Elaine. Supported leg on little stool, her hand behind her head, other behind knee, had her do the move from the ATM of elbow/knee together. Donna clarified not using open palm on sit bone. Then about being just below ASIS to access rolling pelvis up. Bob showed w/skeleton and talked of working with Barbara. Talked about going with extension pattern first. Eliza about pulling arm to create flexion in chest. Donna showed bending arm across chest and lifting shoulder. Both arms crossed and folding ribs. Lisa K. started showing what Marcia did and then Marcia took over. Hand connected to head, cradling head, and lifting shoulder. Donna responded, showing on skeleton. Then had Betsy on table to show hands interlaced behind head and taking elbows towards knees from elbows.

## Day 127 March 7, 2006

### Talk #127 ~ Donna Blank

#### Checking in

CD#20/T06 [26 minutes]

Introduced practicum. About workshop "homework". How did yesterday's afternoon exploration go? Ruth felt was valuable, Barbara about only chops and no quality, Eliza asked to define quality. Bob about pacing interrupted the quality and counting to 30 between movements. Kate on same question by using the process/how to give an ATM and apply it to FI.

### FI Exploration #150 ~ Diana Razumny

#### Introduction to pre-practicum

CD#20/T07 [8 minutes]

7 pairs will work with other 7 pairs witnessing. Then second 7 pairs will work. Tomorrow will switch.

### ATM Lesson #284 ~ Diana Razumny

#### Bridging #6, on side

CD#20/T08 [Amherst July 9, 1981] [68 minutes]

Start kneeling, reaching overhead and back behind (like previous day) Lie on L side, R knee behind L, bridge R hand/arm overhead/behind head, take back of head through gap, allow R foot to come to standing. Stay on L side w/L leg, bring R foot to stand, R knee up over foot somewhat, bring R hand/arm behind back to reach towards R ankle. Extend L arm on floor overhead, let it slide up and R as R hand goes to R ankle. Stay holding ankle, thumb w/fingers, holding from outside of ankle, lift/lower R side of pelvis/hip joint, note head moves back. While holding, seesaw breath move of chest/belly. Turn head to look to R as if to see the R foot until it's not easy then lift the head. Repeat on other side. ROB On L side, bend both knees, bring both arms behind, bring hands/feet towards each other behind you. Hold both ankles behind, like what was done before while standing on knees. ROB Repeat on R side. Less will, more skill. Hold L ankle w/both hands. Lift/lower knee. When lower knee, lift head, lower head/lift knee On L side, hold R ankle w/both hands, Kneel on both knees, reach back for heel w/one arm then other then both then cross arms to opposite heel. On front side, bend knees, feet up, spread knees, turn head to see L ankle, take L hand to hold L ankle from inside. While holding L ankle, turn head to see R ankle and hold it w/R hand. Holding ankles, look around at one foot then other which rolls you a little to the side. On back, lift head, push sternum down. Five Winds Kata, coming to standing just by lifting head like that.

### FI Exploration #150 continued ~

#### Donna Blank

#### Pre-practicum

CD#20/T09

## Day 128 March 8, 2006

### Talk #128 ~ Donna Blank

#### Checking in

CD#20/T10 [75 minutes]

Donna asking how they are now reflecting on yesterday's practicum. Betty about "it takes time". Feeling blank when meeting a person to start an FI. Could explore anatomy to help. Having a sense of line of inquiry. Guided FI is helpful. Finding frameworks to hang the lesson on. Resistance because old way of learning by memorizing. Memorizing ATM "chops" for FI "chops" or memorizing bones in anatomy. Donna: first learn ATM without academic learning, more organically. Do you have to revert? Use your curiosity to drive your study. Getting a felt understanding of structure by doing the ATM. Not following recipe but know the ingredients. Cooking metaphor and story of grandmother. Start where you are, if its structure or quality. You can rent Moshe videos of him doing FI. Betty about holding reinterpreting anxiety of being blank into "holding" or incubating. His style of taking a break when he didn't to wait for something to come by smoking cigarette. Caroline about the "blank" moment be perfect for her. Donna: your thinking and pausing is giving your student the time to do the same. Story of Gaby pretending to go answer the phone to give the person time to process. Susannah: less is more is getting more obvious with self and in FI. Donna: its personal - doing more/less. Practice amplifying something small, telescope out to larger. Look for what is nested in what. Looking for the potential action in what you see in the person. Brian: cooking, eating mistakes, it's still nourishment. More than chops, recognize if they are getting the message, what are the signs. Pacing is a way to let them get it. Getting caught up in a sequence and when he gave it up the lesson started. Do homework of having the pattern in the background of practicing the ATM, i.e. a bunch of folding lessons. Then be with the person and let it unfold. Use the blank space as the moment that's bringing together the structure of an ATM intersecting with the person in FI. Sequencing does matter. Reference movements serves you and the person in FI as an anchor. Brian: in FI, start with little social then drop into lesson, get them up and shift the interacting and the awkwardness in the last phase. Thinking of the arc of the whole lesson. Betsy: starting with a huge blank, having the space was useful so the client, Bob, could fill it in, fear as source of growth, noted Bob's head going side to side and connected it to possible fear. Donna: it's a dance and the fears can dissipate without going direct, just by giving person a fuller self-image, more coherence in the system. Things you can observe: breathing, the idea spreading through the system i.e., rolling pelvis on side goes through spine. Bob: Mary leaving him with a question or something to play with.

Donna: having intension of what we do on the table comes into sitting, standing and out the door into their life. Leaving time at the end for whatever learning might be needed to carry out the door. Reiterating sequence of beginning, middle, end. Gathering info at beginning of a lesson. Look for global movements patterns in person. You make a choice of a thread to follow it into the middle and onto the end. Sometimes you make the learning explicit, sometimes you let them cook on their own. Becca about having them wear other shoes. Donna: it's the person's choice. Timing of bringing awareness of something so they make the choice.

### ATM Lesson #285 ~ Diana Razumny Bridging #7, rotating interlaced hands, on back, front & sitting

CD#20/T11 [Amherst July 13, 1981] [60 minutes]

Start w/rotating arms out to side then one arm then take arm back behind while kneeling as a reference back to previous ATM. On back, interlace fingers in front of face, turn hands, rotating arms. Feel how far, where is the limitation? Hands in front of navel and rotate. How does rotation increase or decrease? Hand in front of forehead, notice difference. Repeat with right elbow touching floor to right. Then with elbow towards head. Hands near chest. Return to hands out in front of face to note differences. Repeat with left elbow on floor to left. Pause, note shoulder blades and neck. Non-habitual interlacing, extend hands overhead so inside of left arm touches left cheek and rotate arms. Repeat with right arm coming to right side of face/head. Take right elbow to floor on right, rotating arms/hands, start circling hands round top of head to other side. Hands on belly while rotating. Interlace hands, bring overhead then down. Bend knees, do same and feel difference. Stay w/arms overhead and lengthen legs again, feel difference. Oscillate from pressing heels, feeling arms. Lengthen arms w/palms turned away and rock/oscillate from arms. On front, fingers interlaced overhead, repeat palms away and lengthen, rocking through whole body, roll tiny bit to one side to make it easier. Lift head in middle to see if it's easier. Sit w/palms together, feel where they go, note angle in wrist. Lift one elbow/then other. Feel limitation is in the wrist, not the shoulder. As you lift the elbow, also take the fingers away from the other fingers at the same time. Start by heels of hands staying together, taking just R fingers away from left, add lifting R elbow when fingers move away. Take prayer hands down in front to show wrist are more flexible. Return to finger/elbow combination on other side. Then do both sides same time. Take prayers hands up/down, note angle of wrist as they go down and see if improved. Prayer hands, move then to side and combine taking fingers away on side moving towards. On back, stand feet, interlace hands, extend

palms away from you overhead, note how close the upper arms are to the sides of the head, move little side/side to feel how far have to move to touch. Leave arms extended overhead, slide head to side to touch arm. Compare R/L. Sit, palms together behind, fingers pointing down. Lift R elbow to R, hands stay together. Add taking fingers away on side moving towards. Then to L. Hands in middle, look up, move hands up/down. Take fingers away and nearer, turning forearms, slide fingertip up along back so fingers are pointing up, Feel what you have to do with the chest, torso. Repeat while standing on knees, note its easier.

### **Pre-practicum ~ Staff**

#### **7 students giving lessons**

Not Recorded

7 students gave full lessons with rest of class as witnesses and then other group of 7 students gave lessons to complete pre-practicum.

## Day 129 March 9, 2006

### Talk #129 ~ Donna Blank

#### Checking in

CD#20/T12 [39 minutes]

Eliza's experience of things just coming and witnessing as supportive process. Susannah having fun. Alyson of using structure. Diana on presence and distributed cognition. Donna asked about witnessing. Brian noticing being self-critical. Donna on being seen and the witness. Shannon same as Brian and projecting the internal judge on the witnesses. Baker remembered the witnesses had the large view. Reminded you of the bigger space concretely and metaphorically. Bob not planting self firmly to lift leg, feeling on the spot, "iffing". Same pattern as in improv performances. Heart math coach. Betty about the research from biofeedback, the breath cycle, peak performance, relaxed action. Betty ordering a bulk order of CD from Hearthmath. Betty's use of being witnessed and as being the witness being curious what others were doing. Donna about spreading to the collective/organism of the group. Same thing happens in ATM, focusing on small things then spreading to whole of self. Lisa K. had very positive experience through the trust of her witnesses and feels she can take it into other experiences. Donna on navigating into that space of experiencing new possibilities of self-image. And, that's what we are teaching/transmitting to others.

### ATM Lesson #286 ~ Donna Blank

#### Simple folding

CD#20/T13 [24 minutes]

Scan on back. Stand feet, lift head; lift shoulder; lift other shoulder; lift tail to roll pelvis up; lift one side of pelvis then other; lift same-side shoulder/hip w/rubber band between them; then diagonal hip/shoulder lift; both diagonals at same time; feel the crossing point of diagonals; return to one diagonal at a time; then both at same time; R arm across chest so hand on L shoulder and place L hand on forearm to press sternum in different directions; repeat w/L arm across chest. Cross both arms on chest, imagine someone pressing on forearms, directing different directions. Return/reference to lifting one shoulder at a time, roll each side of pelvis, diagonals

### FI Exploration #151 ~ Donna Blank

#### Folding, guided

CD#20/T14 [47 minutes]

Start w/partner folding forward with your hands spread along their spine. Student lying on their back, practitioner at head, slide hand under shoulder blade and lift, spread attention to several places. Repeat w/L shoulder. At pelvis, both hands under cress in hallow, roll up from one side then other. Lift same-side

shoulder/hip on each side. Bring diagonals together one at a time. Go to head and lift each shoulder. Return to rolling pelvis up. At head, cross R arm on chest, lift R shoulder while directing through forearm on sternum. Repeat on other side. Then cross both arms on chest and play with folding idea. Return to reference of lifting one shoulder at a time and then both. Return and repeat from pelvis. Have partner sit, observe them then spread hands along spine again while they fold to observe differences.

### Talk #130 ~ Donna Blank

#### Checking in

CD#20/T15 [12 minutes]

Reflect on previous FI practice. Shannon: difficulties with technique of rolling pelvis. Demo with Susannah about use of self plus going against what person would do easily. Think of all lessons that you know that are folding lessons. Think big/little moves, proximal/distal approaches. Reviewed the simple lessons that have been deconstructed - rolling, crawling, flexing and now going on.

### ATM Lesson #287 ~ Donna Blank

#### Simple extension, on front

CD#20/T16 [41 minutes]

On front, arms by head, lift head to look up in front. R hand on L, face R, lift/lower head/R hand. Lift whole R arm and head. Leave head/arm up and take side/side. Repeat on OS. Return to looking up in middle, add eyes going opposite. Face R on back of R hand, bend L knee, foot to ceiling, lift knee from floor, add lengthening to lift, add lifting head/R arm. Return to just lifting head/R arm. ROB, repeat everything on other side. ROB. On front, lift/lower head in middle, eyes in opposition. Look up wall with head/eyes as ref. Return to face R on R hand, bend L knee, lift L leg/R arm and head, stay up and rock on diagonal. Repeat on other side. Forehead on back of hands, both knees bent, lift both knees/elbows leaving head down, add lifting head/eyes. Return to just lifting head/eyes.

### FI Exploration #152 ~ Donna Blank

#### Extending ATM into FI in trios

CD#20/T17 [31 minutes]

Trios brainstorm creating FI moves out of extension ATM. Show and tell in larger group. Ideas: on front shortening along spine in different ways, shortening little bits all along the spine, lifting from front of shoulders, slide shoulder blades down back, pressing from elbow into shoulder to slide shoulder blades going down back, lifting bent leg straight up, then allowing knee to open so foot is dropping, clarified lengthen through knee, tilting pelvis. Frank about lengthen out knee. Robert M. and Betsy, lifting head on folded arms while hanging off the end, pushing through elbow to slide shoulder blade down. Lengthening through knee to lift from behind knee. Problem of not supporting knee. Lifting bent leg while shortening at pelvis/spine.

## Day 130 March 10, 2006

### ATM Lesson #288 ~ Diana Razumny Bridging #8, on back

CD#20/T18 [Amherst July 15, 1981] [54 minutes]

On back, stand R hand/leg, start gradually to bridge, take back of head through gate, note how. Then do quickly, flick of a movement as if to see the hand. Go slowly and bell L hand to keep the quality soft. Continue, do in one flick all at once, note if inhale/exhale Continue, keep the knee towards ceiling if you can. Pause with hand/foot standing, push hand little, push foot a little, Wave of contractions from foot to hand through whole side. Can focus on the lifting or the pressing, one might be easier. Continue, notice use of eyes. Return to thinking about doing the movement with a flick. Continue, and with a flick, take L arm under then behind so hand can reach for foot behind. Pause to compare sides. Stand, feel weight on feet, the R shoulder, lift R arm overhead, think of pressing up w/palm, feeling connection all the way from the R foot up to R hand. Compare to other side. On back, stand L hand/foot, start imagining the whole movement, notice where/how you engage. Gradually explore the wave, the flip, eventually flip w/arm going under body towards hand reaching direction of foot. Return to R side, compare/contrast. Bridge both hands/feet, walk shoulders down, coming onto top of head. Pelvis towards feet so head falls into place, knees over ankles. Bring hands to ankles and come onto head. Pause, stand hands/feet, come onto head and then take hands to ankles while on head. On back, lift head/knees, roll R/L

shoulders/arms to touch L hand to L ankle. Then R hand to R ankle. Open legs as you go to touch, close legs when you return to middle. Put R leg over the L and open/close legs, sliding feet along the floor, arms still alternating taking hand towards foot on each side. Legs close when arms/torso/head returns to middle. You feel it in the hip joints, the spine, the chest. Return to previous position, R leg back to R, L leg to the L, open/close legs and feel if it's easier. Repeat the arm/torso move so hands come towards the foot on same side. Take R leg over the L again like before, arms out, do the same thing, opening/closing the leg as you take the hand to each foot alternately. L arm/hand towards R leg, lift head/chest, stick out the belly. Open legs, lift head on side as it is and feel what you do with the chest, breathing, abdomen. Push belly out when you lift the head. Then draw it in when you lift the head to feel difference. Lift L hand to ceiling, lift shoulder blade from the floor add lifting head. Then alternate lifting head/shoulder, pressing into floor when not lifting. Repeat with looking to L, pressing L temple to floor when shoulder blade lifts. Switch to R arm. Both arms to ceiling, reaching alternately, lifting head with each arm, head is turned to look to the L. Explore breath. Hand/arms in hoop, take hoop R/L. When arm/elbow touch floor lift head. R leg back when R elbow touches floor. Touch L elbow, take L leg back. ROB

### FI Exploration #153 ~ Diana & Donna

#### Extending ATM into FI

CD#20/T19 [27 minutes]

Partners exchange 30 minute FI based on extension ATM from yesterday

### Talk #131 ~ Donna Blank

#### Discussing workshop ideas

CD#20/T20 [2 minutes]

Students share their ideas about teaching workshops in groups of 3.

### ATM Lesson #289 ~ Donna Blank

#### Scissoring legs, on back

CD#20/T21 [60 minutes]

On back, palms on floor, legs separated, inside of R foot on floor, outside of L on floor. Legs together/apart. Think of touching the ankles with the respective hand, without actually doing it as a result of legs opening so wide. Open both arms to sides, palms to floor, open legs, slide