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Day 81 February 28, 2005

Introduction ~ Diana Razumny & Donna Blank

Donna and this segment

CD#13/T01

FI Practice #91 ~ Donna Blank

Exaggerating the pattern

CD#13/T02

Long scan exploring your own "pattern". Exaggerating what you notice in yourself. Stand and note relation to exaggeration of pattern. Discussion. Caroline shares about not liking to go with the pattern. Story of monk running towards vicious dog. Groups of 3: witness, practitioner & student. Look/feel for the "student's" pattern. Building, from what's most obvious to the more subtle. Pause and review your process of investigating the "student". Student then exaggerates what they did in previous exploration so "witness" and "practitioner" can observe. Discussion of experience. Repeat, rotating roles.

Discussion ~ Donna Blank

Share ATM teaching

CD#13/T03

Groups of 3 share about what they've been doing in ATM teaching. Then in the big group shared more. Topic of marketing came up. How to interface with the public when talking about this work. How do you meet the person where they are. Is there a way to sell it without "selling out"?

ATM Lesson #195 ~ Donna Blank

Bell hand #1

CD#13/T04 [Amherst June 8, 1981]

Lie on side, top leg on floor in front of bottom, bottom arm under head, palm up, small movements of open/close hand. Stand top arm on floor in front of chest, take shoulder forward/back. Return to open/close hand. Continue open/close hand, roll towards back gradually, then return to side. Eventually come up to sitting then standing. Stand, walk, look at another person.

Day 82 March 1, 2005

Talk #68 ~ Donna Blank

Bell Hand lesson

CD#13/T05

Ray's question about lying on arm creating compression. Remembering to rest. Taking care of yourself and mess up, do it badly. Looking for your own dignity. This lesson as a first lesson. The repetitive movement of the hand quiets the whole motor cortex like in hypnosis. Becoming a good ATM teacher includes distinguishing between your initial experience from the lesson for others.

ATM Lesson #196 ~ Donna Blank

Bell hand #2, on side

CD#13/T06 [Amherst June 9, 1981]

Scan on back. Roll to side, top leg in front of bottom on floor, bottom arm under head, back of hand on floor, palm up.

FI Practice #92 ~ Donna Blank

Bell hand touching, part 1

CD#13/T07

Pairs, one lying on side like in lesson, top knee on floor in front of other. Practitioner sits behind, both start bell hand. Practitioner slowly take "belling" hand towards person to touch them, staying with yourself. As the hand touches, feel the whole of yourself touching, same with taking hand away, whole of self comes away. Land with hand in different places. Then take both hands, shoulder and hip. Practitioner asks "student" to do some aspect of the ATM and ride along with them.

Talk #69 ~ Donna Blank

Bell hand touching

CD#13/T08

Discussion in the large group. Staying with yourself while working with someone is a kind of "protection" so that you don't risk "taking on" someone else's "stuff". Susanne feeling had too much "hand". Betty refers to poetry and about permeable membrane between two people. Feminist psychoanalyst, Luce Irigaray, speaks of the skin.

FI Practice #92 continued ~ Donna Blank

Bell hand touching, part 2

CD#13/T09

After lunch, reversed roles.

Talk #70 ~ Donna Blank

Bell hand touching, continued

CD#13/T10

Discussion after, Bob with Mitch, had an idea and it didn't happen. Mitch's image or idea of how to roll comes into play. Maryska about non-habitual side and the movement in ATM evolved more organically. Dan's question about the words. FM is about you getting you, not getting a bunch of content.

ATM Lesson #197 ~ Donna Blank

Bell hand #3, on belly, rolling, coming to stand

CD#13/T11 [Amherst June 9, 1981]

On belly, head to R, hands/arms up by head, R hand near face, bell hand movement with R hand, palm towards floor. Pretend picking up something with fingers as palm rises, fingers closing. Slide R knee up to side, repeat hand. Allow wrist to lift, allow elbow to lift. Place hand on side of head/hair and continue. Continue, slide other hand through waist to roll towards side/back. Take hand to floor some place and continue the hand/elbow/shoulder doing the bell movement and start to come up to standing. Go up/down from belly to standing and back again.

Day 83 March 2, 2005

Talk #71 ~ Donna Blank

Bell hand lessons and constraints

CD#13/T12

Frank's question about line of spine. Donna about the largeness of the method and it's not about the body. Intention into action so your true self responds flexibly in any situation. We try to capture what the method is and then we have to let it go and start over. Learning happens with a little shaking up. Why are the bell hand lessons important. Being a beginner. Internal authority. Issues around constraint. Hanging out with anxiety.

Talk #72 ~ Donna Blank

Bell hand lessons and flexion and extension

CD#13/T13

Demonstrating the bell hand in terms of flexing from the palm and feel the resonance through the wrist, elbow, shoulder, spine. Maryska's question, why so often the dominant hand? The dominant hand has more of the "habitual". Flexion/extension. Extensors hold us up in gravity, lengthening. Flexors shorten us. Example of flexing biceps, triceps have to lengthen. Same in spine. Partners, one observe the other flex/extend, touch area front or back. Stop, do in yourself what you felt/saw in your partner moving. Switch roles. Observing 4 people doing the movement and identifying where they are moving more, hinging from, distribution of the movement.

ATM Lesson #198 ~ Donna Blank

Flexing hands and feet

CD#13/T14 [Amherst June 10, 1981]

On back, arms down by sides, palms turned forward, flex/ext hands. Do quickly, add ankles/feet. Bend elbows, forearms standing up, palms towards feet, flex/extend hands, speed up a little, add feet/ankles. Alternate hands but keep feet both going together. Do hands/feet all same again then change just one foot. Return to all doing the same. Have hands do opposite to each other then add feet doing opposite from each other. Notice which hand goes with which foot. Pause, flex/extend both hands, add both feet. Stand, walk.

ATM Lesson #199 ~ Donna Blank

Simple flexing, on back

CD#13/T15 [Amherst June 10, 1981]

On back: lift shoulders; lift hips; lift hips/shoulders; lift one side of each; lift diagonal shoulder/hip; take legs in/out of it either long or bent; lift head with interlaced hands behind; lift head/hips to fold in front; rubber bands on

diagonal hip/shoulder to shorten; shorten front to bring hips/shoulders together. Stand.

FI Practice #93 ~ Donna Blank

Flexing with observer, sitting

CD#13/T16

Partners (same from short morning exploration during talk): observe folding while sitting; hands along back to feel while flexing/folding forward; have hand in front/back while they are folding; go towards extending. Discussion: Dan's question about sequential movement of spine. More differentiated moves can help overall movement be more powerful.

FI Practice #94 ~ Donna Blank

Exaggerating pattern demo

CD#13/T17

Demo with Dan lying on back. And with Rosemary.

Day 84 March 3, 2005

FI Practice #94 continued ~ Donna Blank

Exaggerating pattern

CD#13/T18

Started by lying on back, note breathing, start bell hand movement. Groups of three, witness, practitioner and student. Practitioner look for places that you could support as the student lies on their back. The witness simply is a presence without judgment. At end, student stands to feel then student shares first, practitioner second and then witness if everyone is comfortable with that. Discussion after first trio. Betty share comfort of format. Ruth about being student and practitioner being tuned to her. Kate about straightening of clothes, Daniel Stern and attunement. Ray brought up idea of getting too sensitive.

ATM Lesson #200 ~ Donna Blank

Head circling, shoulders forward/back, sitting #1

CD#13/T19 [Amherst June 10, 1981]

Sitting, lean on hands, legs spread in front, bring legs to come to cross sitting, repeat with other crossing. Vary the quality and the timing. Rest. Sit, lean on hands, note direction of fingers. Roll pelvis back, allow head to hang forward, roll head L/R from hanging forward. Let head hang, take R shoulder forward, L backwards, note trajectory of ear. Repeat, lift R sitbone as R shoulder comes forward, L knee goes towards floor. Repeat, continue a little so head starts to go back. Add imagining looking down towards R buttock. Stand, shift weight.

ATM Lesson #200 continued ~ Donna Blank

Head circling, shoulders forward/back, sitting #2

CD#13/T20 [Amherst June 10, 1981]

Sit, cross R leg in front of L, lean on hands, hang head, round back backwards. Hang head, circle to R, lift R hip, think that you could start to stand the R foot. Continue so head starts hanging forward, rolls over R shoulder as it comes forward and then goes towards hanging back. Continue so head circles over to other side, shifting weight on pelvis. Continue in full circle. Rest, reverse circle if easy.

Talk #73 ~ Donna Blank

Head circle ATM and supporting FI practice

CD#13/T21

Talk about head circle ATM. About morning FI practice. Enjoyed not talking, just witnessing. Use of bell hand while working. Feeling easy with staying in tune with person. Using bell hand to support under someone. Anxiety about not feeling could find what/where. Protective patterns? Pain increasing day after lesson.

FI Practice #95 ~ Donna Blank

Flexion on back

CD#13/T22

Demo: Betty on back, lifting shoulders forward to shorten in front. Rolling pelvis up towards head to shorten front. Variations on diagonals.

Day 85 March 4, 2005

Talk #74 ~ Donna Blank

Other disciplines

CD#13/T23

Pooh quote. Guy Claxton chapter "Knowing more than we think," in *Hare Brain, Tortoise Mind*. D-mode thinking and undermind thinking.

ATM Lesson #201 ~ Donna Blank

Lifting shoulders and hips, on back

CD#13/T24 [Amherst June 10, 1981]

Short review of simple flexion ATM Lesson #199

FI Practice #95 continued ~ Donna Blank

Flexion on back

CD#13/T25

Use the ATM of lifting shoulders and hips, thinking of shortening the front. Think in terms of a little mini lesson of 20 minutes. Switch roles, repeat. Discussion after about experience of FI practice. Reading from Daniel Stern about mother's with babies.

Talk #75 ~ Donna Blank

Quotes handout: Winnicott, Stern & Adler

CD#13/T26

Handout of quotes from Winnicott, Daniel Stern and Janet Adler. Mostly focused on Winnicott and Stern. Another handout from book, "Interpersonal World of the Infant" by Daniel Stern.

ATM Lesson #202 ~ Donna Blank

Bell hand #4, swim/crawl, on belly

CD#13/T27 [Amherst June 11, 1981]

On belly, face to R, arms up by head, bell hand with R hand. Continue hand, turn head side/side. Bell with both hands, roll pelvis side/side. Continue with same belling pace and gradually pick up the pace of pelvis rolling. Add turning head with pelvis. Switch to rolling head/pelvis opposite directions. Forehead on floor, lengthen one arm overhead, other down by side alternately like swimming. Feel how the head/pelvis wants to respond. Switch direction of pelvis while continuing the swimming of arms and turning of head. Hands a little above head, chin on the floor, roll pelvis side/side, note how head responds.

Day 86 March 7, 2005

Talk #76 ~ Donna Blank

Questions/comments from weekend

CD#14/T1

Barbara's back relieved from swimming lesson. Betty about stubbornness of habits. Betsy sharing/apologizing. Ray shared important dream. Allyson about being with special needs kids and wanting to "fix".

ATM Lesson #203 ~ Donna Blank

Bell hand #5, swim/crawl on belly, interlacing fingers sitting

CD#14/T2 [Amherst June 11, 1981]

On belly, forehead on back of hands, roll pelvis side/side. Turn head to one side, hand up on face side, down on back of head side, roll pelvis side/side. Switch head/arms, repeat. Bell hand on side facing, add elbow lifting, pelvis rolling, knee softening. Repeat on other side. Think of fingers and toes on same side and then diagonal. Sit, interlace R fingers w/R toes from over top of foot with thumb around big toe. Re-interlace with thumb between big and 2nd toe, lift foot, look to sole of foot then extend sole away. Continue and go slowly down to lying on back, rolling across the L side.

ATM Lesson #204 ~ Donna Blank

Interlacing fingers and toes

CD#14/T3 [Amherst June 11, 1981]

Sit, interlace L fingers/toes. On back, stand R foot, L ankle on R thigh, imagine interlacing L fingers/toes. Actually interlace, have R hand under head, bring sole towards face to see bottom of foot, bend/straightening leg, folding/unfolding. Continue while rolling up to sit. Sit, interlace fingers with fingers, switch the interlacing. Interlace toes with toes, leave them and interlace fingers to note if same big toe and thumb are on top. Switch the interlacing of toes so other big toe is on top and leave them and then interlace fingers with same thumb on top as big toe. Stay with fingers/toes interlaced and start rolling back.

Moshe Video

To correct is incorrect

Not recorded [Amherst June 15, 1981]

Moshe shared an experience of feeling like he gave an awful FI and it turned out to be the best lesson for the man. What he felt was not good was good, therefore what he was doing that he thought was bad was good. Trying to correct people can cause problems. People doing to you or

telling you what shape to take is not a good way. Alexander's hands were great.

Talk #77 ~ Donna Blank

About Moshe video

CD#14/T4

Becca couldn't understand Moshe's voice. Wanted to know what he was saying about Alexander. Ray questioned Moshe having said when he was unconscious he did better and that would be valuable to recognize that he was very informed by his years of experience. Donna about that place of attunement. Brian's question about deciding not to work with someone because of your own problems that you might pass on. Donna shared story of wanting to change posture rather than realizing all the other personal changes that were happening for the person. Don't have to be able to work with everyone. Pays attention to transference and counter transference. Betty about getting the courage to work with someone when you feel so much of your own patterns. Donna express discomfort with the language of changing ourselves.

ATM Lesson #205 ~ Moshe Video continued

ATM of interlacing toes and fingers.

CD#14/T5 [Amherst June 15, 1981]

Talks about babies hands and feet. Most important development of the nervous system is the foot coming to stand. The feet are one of the most important for everything. If you don't have use of a foot it's a major problem. Of course the head is necessary. ATM starts. Sit, interlace R fingers into R toes from over the top, turn/flex as if toes could come towards the heel. Look towards sole of foot. Play around with the foot. Switch the interlacing so the thumb is between big and 2nd toe. Note sitting more on L buttock, play around more. Switch to having the L hand to the sole of the R foot and interlace toes/fingers, play around with moving foot in different ways, lifting/lowering, anything you can while keeping the hand/foot interlaced. Talks about baby having big toe in the mouth. Nobody tried having the foot crossed behind while holding foot. Change back to other hand on same foot. As you explore, find where/how you create difficulty for yourself. Keep holding foot and stand on your knees and find what you can do there. Don't go to what's difficult. Sit comfortably without holding foot and feel your two sides. Lie on your back and check it out. Feel face, roll head side/side. Touch sides of face with R hand, feel face with hand and hand with face. Roll to come up to sit/stand, compare sides.

ATM Lesson #206 ~ Diana Razumny

Swinging leg with foot print #1

CD#14/T6 [Alexander Yanai #380]

On L side: (ref: swing R leg for/back); think of R little toe then big toe; then other toes (more difficult). Touch little toe pad; then big toe. Touch each toe/s. Think pad of R heel circle. Trace circle of bottom of heel. Think of heel and toes. Think along outside edge of foot. Sense line, start w/heel circle, come around bottom of heel pad, up outside edge up to toes, across top of toes, circle around big toe to trace back along bottom of pads to little toe. Stand, compare R/L legs, circle over R/L hip, sense R finger/toes, walk. On L side, think of the print of heel, edge and toes of R foot. Lift R leg and think of print of sole. Flex/ext ankle/toes sensing "print". Quickly. Split attention between print/moving. Lift/straighten R (down), think sole: Flexed/hold ankle; Add toes flex/ext; quick/slow; Extended/hold ankle, flex/ext toes; Flex/ext ankle. Stand. Walk. On L side, lift/straighten R leg (in front), think sole: ankle flexed, think "footprint", flex/ext toes; Note breath, effort in neck, face; Repeat, toes quickly, slow, pause. Lift leg in front, note ease/range. ROB. Hold ankle extended, flex/ext toes, quick/slow. Flex/ext ankle/toes. On L side, stand R hand, R leg straight (in front), think sole: flex/ext ankles/toes; add swinging leg backward/forward, knee soft; leg swing w/ankle flexed only then extended only. Stand, walk. Stand on R leg, swing L leg forward/back; repeat w/R leg, compare.

Day 87 March 8, 2005

ATM Lesson #207 ~ Diana Razumny

Swinging leg with foot print #2

CD#14/T7 [Alexander Yanai #381]

On back, join legs/feet, interlace hands on low belly:
Attend to: breathing; little toe pads, all toes, footprint;
each toe; breath. Legs joined, trace L sole few times: heel
pad, along outer edge to little toe, along top of toes to big
toe, around to bottom of pads back to little toe, return to
heel pad. Repeat w/R foot. Repeat w/ both. Pause, note
breath. Trace line along root of toes between little/big toe,
sense length of line. Repeat w/other foot. Join feet, sense
distance between little toes. Note breath. Join legs/knees,
sense soles, note breathing: Flex ankles many times, Sense
length of line from one little toe to other. Flex/extend
ankles, quickly, feel through spine to head, Feet/knees/big
toes stay joined whole time. Without digging heels into
floor. Keep ankles flexed, flex/extend toes only, note back
of neck. On R side, L leg straighten down lifted a little,
straight line from shoulder to foot. Trace sole as above.
Pause. Flex ankle/toes, swing straight leg a little
forward/back. Pause, Extend ankle/toes, swing leg. Swing
different flex/ext? Again w/foot flexed, do quickly. Same
on L side. Rest on back. On R side, straight L leg, bring
straight leg forward, stay, attn sole: Foot flexed,
flex/extend toes. Quickly. Pause, note breathing. Repeat
w/ankle extended. Flex/ext ankle/toes. Quickly. Pause,
think it fast. Repeat all on L side, start w/trace sole, toe
pads, distance between little/big toes. Pause. Repeat
flex/ext ankle, reverse coordination of toes flex/ext. Curl
toes under when flexing ankle. Repeat on R side. Pause,
swing whole leg forward/back. Faster/smaller. On L side,
same w/R leg. On R side, bend L knee, take leg behind, think
sole, stay: Flex/ext ankle. Quickly. Pause, note breathing.
Flex/ext toes. Note-breathing, back of neck, belly. Pause,
Ankle flexed - flex/ext toes. Ankle extended - flex/ext
toes, flex/ext ankle while flex/ext toes opposite, quickly.
Swing leg forward/back. Rest on back. Repeat on L side. On
back, interlace hands on belly, feel breath under hands.
Join legs/feet. Flex/ext ankles/toes together, without
interrupting the breath. Note differences from beginning
of lesson.

Talk #78 ~ Donna Blank

Learning to learn

CD#14/T8

Bob's question about how we learn. Donna about education.
Kate shared about "spirit of learning". Dan about the
"spaces" in the teaching this segment. Regio Amilia, Italian
educator, listening closely to babies. Susanne about child's
school. Donna about lesson. Elaine about foot print being

fixed or mobile. Lisa L. about tracing shape of foot print.
ATM teaching.

FI Practice #96 ~ Donna Blank

Flexion, on back

CD#14/T9

Demo with Shannon. Observing first, imagine skeletal
relationships, flex/extend relationships. Review lifting each
shoulder, looking for connection through to diagonal hip.
Compare legs long to legs bent/feet on floor. Add new piece
of hand on ribs diagonal to lifting shoulder and hand on
sternum to highlight following along at that level with the
lifting shoulder. Also can take hand to opposite shoulder of
the shoulder that's being lifted so the forearm is lying on
chest so you can use the arm to press on the chest so it's
an indirect touch.

Talk #79 ~ Donna Blank

About flexion FI practice

CD#14/T10

Betty and Kate about head moving with shoulder lift.
Everyone lying down, feeling transverse processes at C7/T1
using fingers of both hands, turn head to feel what happens
there. Arms down, lift shoulder and notice if you can feel
that area moving. Barbara about something under head and
working with arm that doesn't go easy. Donna, the inquiry is
an intrinsic part of the process. Ruth, giving each other
verbal feedback during practice as valuable.

FI Practice #96 continued ~ Donna Blank

Flexion, on side

CD#14/T11

Partners, explore flexion while person is lying on side.
Create it, make it up.

Day 88 March 9, 2005

ATM Lesson #208 ~ Diana Razumny

Swinging leg with foot print #3

CD#14/T12 [Alexander Yanai #382]

On R side, stand L hand in front of chest on floor, lift L leg, move forward/back, knee bends when leg goes back, note torso response. Repeat on OS. ROB. On R side, lift L leg: Attn to toe pads of L foot, the heel pad, the outer edge of foot Trace footprint. Repeat with L knee bent, foot behind. Swing leg back, L hand on floor in front of chest, Allow head and L shoulder to go forward. Attend to sole of foot. Quicker. Switch sides, repeat above on OS. On R side, L hand on floor in front, lift L leg, attn to sole of foot: Swinging leg back, take head and L shoulder back. Quicker, Attn to even distribution along back side. ROB. Repeat OS. Return to R side, swing leg forward, head/shoulder goes backward. Quicker, lighter, ROB, OS (bottom arm under head bent?) Return to R side, swing leg forward, head/shoulder forward. Quicker, lighter, OS, ROB. On R side, stay with L leg back bent backwards, attn sole: Ankle flexed, curl toes down several times. Quickly. Ankle extended and lift toes. Quickly. Flex/extend toes/ankle in opposite directions. Slowly increase speed. Make circles with heel. Change direction. If not clear, lie on back to circle heel on floor. ROB, Repeat OS. On R side, swing leg forward/back, attn to sole: head goes towards leg in front the head goes back when leg swings back. Repeat OS. On back, bend both knees, stand feet, lift front of foot and curl toes under, make circles with both heels, legs moving in opposite directions. Change direction. Repeat with toes bent up.

FI Practice #97 ~ Donna Blank

Head and arm together, folding in front, on side

CD#14/T13

Started with idea of taking head and arm connected into flexion. Demo with Diana then returned to idea of going more with the person's pattern while holding their arm and head together. Adam - head got heavier after each rest. Ray - following an image/impulse and knowing when it's about your own or the person calling it out of you. Donna - you can have an idea of going someplace, like "Arizona", but there are many ways to get there. Dan - checking in with my own physical sensations and comfort. Maryska - wouldn't you ask the person if they were having images? Donna - you let the person sort it out and develop for themselves. You just "hold the field", whatever might come up.

Movement exploration ~ Donna Blank

Laban qualities

CD#14/T14

Donna guided people to walk around the room and then take on different qualities. Discussion at the end. Laban terms: Strong-firm, determined vs Light-delicate (weight) Bound flow vs free flow. Quick vs sustained (time) Direct vs indirect (space). Condensing - Indulging, spreading out. Way to look at yourself, where you live and go easily and then mature into being able to complexity. Having range is more interesting and easier to keep people in their experience in an ATM.

FI Practice #98 ~ Donna Blank

Folding forward from the leg, on side

CD#14/T15

Same partner, on same side, working from the leg, folding front by bringing leg/knee up towards head.

Day 89 March 10, 2005

ATM Lesson #209 ~ Diana Razumny

Swinging leg with foot print #4

CD#14/T16 [Alexander Yanai #383]

On back, legs joined, hands on belly, note breathing:
Contract legs, note: breath, chin to/away from throat;
Flex/ext toes/ankle, neck/breath ease; Continue, tighten legs, note neck/breath ease; Soften easier so won't disturb breath; Flex/ext toes/ankle in opposition, Quickly; Only R foot, only L, both, quick/sloppy. On R side, L hand in front on floor, extend L leg long, swing back/forth:
Head/shoulders towards leg, so torso flex/ext bends;
Change direction of head to move opposite leg; Add ankle/toes flexed; Ankle flexed, toes curled under;
Ankle/toes extended; Leave ankle extended, bend toes up;
Continue, change head/shoulders towards leg again; Swing light/easy, ankle/toes free. ROB. Repeat OS. On R side, L hand on floor, bend L knee, swing leg keeping it bent:
Head/shoulders same direction as leg. Repeat on other side.
Breath: inhale-leg back/exhale-leg forward. Quicker. On R side, lift/bend L leg: Foot behind, heel towards butt;
Straighten/bend knee, heel to/away from butt, Faster;
Flex/ext ankle/toes w/foot behind. Faster; Heel close to butt, circle w/heel; On back, circle heel, return to side, note leg bones; Straighten/bend knee, add ankle flexed, careful knee; Continue, ankle extended, Quickly. ROB. Repeat OS. On R side, take leg back, bend/straighten knee: Ankle flexed. Faster. Careful w/knee; Add toes curled down; Ankle extended/toes curled down; Ankle extended/toes lifted up, Faster. ROB. On R side, legs bent, R arm extended above head, L hand holds L ankle, lift/lower leg/head. Knee/foot stay at same height when lifting. L elbow must bend. Faster. ROB. Repeat OS side. Swing leg freely forward/back.

FI Practice #99 ~ Donna Blank

Folding forward from the leg, on side continued, guided

CD#14/T17

Switch roles from end of yesterday. Start with feeling along spine, looking for forward/backward curve. Sit in front, lift "top" leg, keeping it bent, bring knee towards nose. Find a way to support leg with one hand and have other hand on pelvis to feel the response in the pelvis to bringing the leg up in front of the person towards nose. Have flexion in the background of your touch. Switch roles.
Discussion: Betty about imprinting from watching trainers do FI. Also, couldn't imagine/predict what would happen with person. Adam, exploring what's easy to start, then what. Donna, we have the intension of flexion and we stay tuned along the way to what is easy for the person. And

we're really working with filling out the person's self image. Brian, after so much flexion with Frank he stood up longer in the front. Bob, going with what they do easily so they can then go where they couldn't before.

Discussion ~ Diana Razumny

ATM teaching notes

CD#14/T18

FI Practice #100 ~ Donna Blank

Folding middle front, on side, guided

CD#14/T19

Self exploration first, on side, hand standing in front, taking middle of back backwards, tracking head/tail. Get with partner, one lying on side, other sitting at back of person. Person on side, press hand on floor in front to take middle of back backwards, practitioner observe. Place hands on hip/ribs and go for a ride as they take the middle back. Practitioner take over the movement, thinking of two wheels, one at pelvis, one at ribs, turn the wheels towards each other with your two hands. Demo with Diana.
Discussion afterwards.

Day 90 March 11, 2005

ATM Lesson #210 ~ Diana Razumny

Swinging leg with foot print #5

CD#14/T20 [Alexander Yanai #392]

On R side, imagine/trace foot print of each/both feet. Note breath, neck, eyes. Repeat throughout lesson. On R side, think foot prints, lift L leg, swing leg: Swing straight and bent leg; Swing straight L leg, head/shoulders towards leg; Repeat with bent leg; Repeat leg swings with head/shoulders going opposite leg. Repeat all on OS. On R side, extend R arm long overhead, L hand holds front of middle of lower L leg, lower leg stays parallel to floor: Lower L leg towards floor and lift head, reverse; When head lifts, L leg touches R, teeter; Push leg into hand to help lift head as leg lowers as if to sit, Repeat on OS. On R side, hold lower L leg w/L hand, swing leg forward/back: Add head moving forward/back, bending torso for/back; Repeat with head/shoulders moving opposite leg; Think of pivoting around the R hip joint on floor; Repeat, OS. On R side, R arm long overhead, hold lower L leg near knee: Swing L leg forward/back; Allow rolling to belly when leg swings back; Straighten R leg and protrude belly, head moves back; Think of heel going towards back of head; Repeat OS. On R side, hold lower L leg under kneecap, straighten R leg forward, prop head up on R hand, lean on elbow: swing L leg; lower knee to floor to come to sit; Legs spread more as come to sit, L heel to butt; Repeat OS. On R side, L hand on floor, swing straight leg forward/back: Head forward/back towards swinging leg; Head/shoulders away from leg; Repeat variations with knee bending and straightening. Repeat OS. At end, use to swing up to sitting. Stand, swing leg.

FI Practice #101 ~ Donna Blank

Flexion: putting it all together

CD#14/T21

Demo with Rosemary of all moves from the week. Starts at head but isn't available so goes to pelvis and ribs, starting with extension because it's what she likes to do and then go into flexion by turning the "wheels" of the ribs and pelvis. Played awhile with shaping there and then returned to head. Theme of having an idea to show a "chop" versus being with Rosemary and what she wants to do. At head, top arm on side of head, hold head with one hand under head, other on her hand and take her towards flex/extend. Then goes to the leg, sitting in front, lifts top leg to take into flex/ext. Pause with leg resting towards flexion and goes to pelvis a little before continuing. Went towards rolling forward and back by taking knee down towards floor and extended and then up and flexed so the lower back flex/ext. Went towards reversing everything towards extension that we've done in flexion. Students give a "full" lesson based on the

flexion practices done in this segment. One person spends whole hour then switch roles after lunch. Discussion after each round.

ATM Lesson #211 ~ Donna Blank

Irradiating the knee with bell hand

CD#14/T22 [Amherst August 5, 1981]

On back, hold R knee with R hand, roll little to L then back, continue and bell L hand. Feel fingers radiate as the palm opens, feel the palm radiate. Direct bell hands towards R knee, hand little closer to knee. Sense the rays radiating from the palm and fingers towards the knee. Knee sensing warmth or radiation from the hand. Start moving radiating hand along lower leg towards foot. Switch hands so R hand radiates while L hand holds the knee. Bring knee down, legs long, radiate with both hands towards face, temples, eyes, forehead, jaw, throat, chest, breasts, navel, lower belly, groin. Pause. Bring R knee up to hold it with R hand, bell with L hand towards knee. Continue and slowly bring L knee up too. Hold both knees with hands and still feel belling/radiation of hand and roll little side/side. Pause with legs long. Lie on R side, belling along the way. On side, bell L hand towards L hip from behind, radiating into the hip joint. Imagine the rays extend through hip joint down the leg towards the knee, through lower leg, into ankle and foot. Slowly roll to other side, repeat. Human touch, mother's touch, healing touch. Roll to back, hold R knee with R hand, radiate knee with L hand, roll little to L. Take R knee towards/away while belling with L hand, holding knee with R hand. Switch hands/knee. Pause on back, bell hands while rolling to side and coming to standing.