

Day 51 Monday May 14, 2007

Discussion #074 - Donna Blank

Introduction

CD#11/T01 [10 MINUTES]

Introducing Donna Blank. Segment: breathing, bridging, mini ATM practicum. Individuals & relationship, isolating & relating. Resonance.

ATM Lesson #126 - Donna Blank

Awareness of breathing, on back

CD#11/T02 [44 MINUTES]

Sense LOB: contact w/ floor, vertebrae, ribs, limbs, differences R/L. Relationship with floor: you towards it, it towards you. Witness breath. Bend knees/stand feet with least effort possible; does this change breathing? Hands on low belly, fingers spread, feel breath. Slide hands up a little so thumbs are on lower ribs; listen to breath. Rest. Hands on chest, elbows resting on floor, thumbs near collarbones, fingers spread, sense/listen. Rest. Roll to side & to sit, listen to breath; pause & re-establish when breathing changes. Stand.

ATM Lesson #127 - Donna Blank

Breathing into the right lung #1, on back

CD#11/T03 [53 MINUTES] [ATM BOOK, LESSON 12 THINKING & BREATHING]

When we use breathing to fullest capacity, we can take in more oxygen & expel more CO₂. Attend/imagine to air on right side—top lobe expanding on inhale; 3rd lobe; middle lobe; R nostril, throat, trachea. Diaphragm. Track breath out. Rest; difference in lying on floor? Stand, feel contact feet with floor, walk, compare sides. Sit cross-legged, interlace fingers behind head, let elbows come forward/down; where can lungs expand & restrict in this position? Think about R side—nostril, lobes. Imagine air coming in & out. Left side. Where easier, where challenging? Stand, any changes?, walk. Sit with R leg back, support with L hand on floor, tip head a little to R, fill L lung in imagination. LOB, rest. Sit with legs other way, imagine air on R. ROB. Stand, walk.

Discussion #075 - Donna Blank

How big is your frame; meeting people; quality of attention in everything we do

CD#11/T04 [55 MINUTES]

Michael: being a movement teacher, developing awareness. Marge: effects of breathing on arms/movement. Laura: all good. Brian: what the client can tolerate; how much we direct, how much let them discover. What Moshe was after—when you know what you're doing you can do what you want; preparing person to make some difference, issue not modality is right/wrong; independent learning as opposed to "tell me what to do"; attending to your level of ease in whatever you're doing. Cheryl: learning when to stop or continue. Pam: meeting clients where they are, adding suggestion. Bridging consciousness, people become their diagnosis. Laura: trying to fix, meeting. Moshe's intention—autonomy, developing choice out of self-awareness, "restoring human dignity and becoming your own true self"; if eye on whole self—different than eye on breathing pattern—depends on how big frame is, know your frame; Moshe used best models of science, also held that the work is more than this; bigger than movement improvement. Brian: own constraint. The "no good reason"—the idiot in us; 'I'm not after flexible bodies, but flexible minds; it just so happens the body is an excellent vehicle for learning this'; difference from meditation; "embodiment". Kim. When in this state, new possibilities occur to us. Pam: breath work—opens awareness. What's really natural; meeting people, moving on from there. Kristen: resting. Developing ability to discern. Leanore: energized by breathing lesson. Paula: layers of habits & behaviors, awareness as a way to change. Tres: foreground/background. Michael: what happens when people fall asleep?

FI Exploration #056 - Donna Blank

Guided FI—Breathing

CD#11/T05 [22 MINUTES]

Partners: Receiver lie in a comfortable position. Practitioner: observe/witness; place hands, observe, where is your attention—shift; 80% attention on self; 80% on partner. Talk about experience; did receiver feel difference in shift of attention. Switch roles.

Discussion #076 - Donna Blank

The play of shifting attention

CD#11/T06 [46 MINUTES]

Kristen: question of hands placement. We're drawn, doesn't necessarily seem logical but we find out later—different kind of knowing. Barbara D: attention split. Tres & Kim: difficulty splitting attention. Sensing, feeling, history—it's all there. Different styles of attending. James: best to touch where there's a lot of movement or a little? Technique: could do either; different ways to touch; projecting our own stuff. Ashley: tendencies. Shira: balances of shifting attention. Not one right way; the play of shifting creates relationship—attuning. Kristen: felt more self-consciousness with more attention. Laura: could get bigger when her practitioner in herself. Shira: space & connection. Cheryl: expanding globally. James: differences in meeting the floor & vv. When we notice differences, may not be an explication but we learn; still may "want to know". Michael: "the info is out there!" All of it is in the field all the time. Paula: intention is sensed. Goals in FI: attune, let NS quiet down to where open to new experience. Laura: letting go of judgments, sharper attention. Jackie: definition of attunement? Daniel Stern's research & writing, nonverbal reflections of mothers with babies, syncing; could be mirroring but not necessarily. Brain levels, consciousness. Survival to feel safe.

Day 52 Tuesday May 15, 2007

Discussion #077 - Donna Blank

Shifts in who we think we are

CD#11/T07 [29 MINUTES]

Discussion: images of ourselves shifting. Coping skills: capacity to witness the experience of shifting, slowing down, taking a break, more distance. Comfort with just being. Taking care of self. James: deconstructing self. Perspective of being nobody is different than being different than thought. How do we shift in a way that works for us. Michael: witnessing? Witnessing another person, own emotions, group (different levels); ATM; as I see you, I have experiences in myself, I realize it's my response; moments of attunement. First step to attend to what we're doing. Nonjudgement.

ATM Lesson #128 - Donna Blank

Lifting pelvis, shifting weight with upper back clock

CD#11/T08 [70 MINUTES] [COMBO OF SPINAL CHAIN & UPPER BACK CLOCK]

LOB, scan: head, spine, limbs, breathing, you to floor/floor to you. Bend knees, stand feet, explore placement. Lift pelvis ½ inch, note transmission through vertebrae. Gradually higher, curling tailbone, lengthening knees. Lift higher, lowering chin towards collarbone, vv on descent. Notice footprint on floor. Lift pelvis, chin involved; initiate from head; both. Stand, note collarbones, where looking, walk. LOB, lift pelvis, stay up so resting on upper back; play up/down in upper part of back. As lift higher take chin up, lower take chin down; switch chin. Lift pelvis, shift onto one shoulder, back to center (keep pelvis level); OS; alternate, note head. Lift pelvis, as shift to R shoulder let head go R; OS. As shift to R shoulder, shift head to L. Lift pelvis, stay, play up/down on thoracic spine; go to middle point, stay, shift side to side. Lift pelvis, stay, circle around clock top to right; top to left; half; explore numbers towards lower on back. Lift & lower pelvis. Stand, walk.

Discussion #078 - Donna Blank

Frustration, potential, attitude

CD#11/T09 [32 MINUTES]

Michael: pelvis level. Laura: neutral changing. Brian: head mvt. Allowing the system to make adjustments, tolerating frustration. Pam: different than usual. Cheryl: different level. Slow & deep. Lisa: more breaks when separating vertebrae. Integration on the side. James: "I'm the only one," teaching as if perfect, the public? Suggestions about potential; with what attitude do you teach an ATM; structuring for success—not necessarily in training. Different styles. Experiment with placement of feet standing. Pleasure in play & learning. Linda: aware of awareness. Time & continuing to explore.

ATM Lesson #129 - Donna Blank

Bridging #1, on back

CD#11/T10 [75 MINUTES] [FROM ESALEN & AMHERST]

FI Exploration #057 - Donna Blank

Breathing & witnessing

CD#11/T11 [39 MINUTES]

Partners. Receiver in comfortable position, practitioner witness receiver's breathing. Hands on: 1) ride breath with equal pressure, 2) constrain the breathing, 3) take hands off. Discussion.

Day 53 Wednesday May 16, 2007

ATM Lesson #130 – Donna Blank

Breathing into the right lung #2, on side

CD#11/T12 [53 MINUTES] [GABY YARON FOR PERFORMERS]

Lie on L side. Explore placement of knees. Note ribs; shoulder to pelvis; how yield into floor. R arm along side. Track air R side: nostril, trachea, upper lobe, etc. What directions do air/ribs expand? Imagine filling & emptying of breath; does this change shaping? Rest on back. On side. Imagine filling of air is more in the backs of lobes. Roll onto back. On side (arm along side), imagine air coming more into front of lobes. Rest on back. On side, alternate air coming into front/back. Rest on back, roll to come to sit, stand. Standing, feel breath into back.

Discussion #079 – Donna Blank

Awareness & Witness in different traditions

CD#11/T13 [82 MINUTES]

Different traditions that use awareness. Western & Eastern. Laura: like to not use mic. Phenomenology. Husserl. Doorway is through subjectivity/immediacy of experience. Shifting out of rational thinking as primary mode. Experience itself is transformational. Epoche-intentionally suspect analytical thinking. Writers-Heidegger, Merleau-Ponté. Focusing on object long enough, object disappears, space opens up. Object of awareness becomes its own self. Brian: self image. How do you define your own potential? Multidimensional field. Awareness of awareness creates different tone. "Field like characteristics" from physics. Field experience is less concrete, information and guidance can come out of the field. Another stream to look at awareness is through psychoanalysis. Winacott, Masu Khan (follower of Winacott) Jacques Lacan (language). Transition space, holding space, like parent/child. Witness creates safety, openness, exploration. Transition space between us, relational phenomenon. FI-not only connecting to skeleton. Khan-feeling, thinking, sensing – all aspects of mind. Can get over-identified (anchored) with ways of perceiving and miss a lot. Developmentally, important to be aware of objects, next step is awareness of awareness. Eastern philosophy: Zochen Buddhism – naked awareness – it illuminates everything – awareness of awareness itself. These qualities begin to organize you. Nothingness, spaciousness, oneness, light. Field rather than a state. Integrate experience, feeling, sensing, mind into awareness. Gestalt is another stream that encompasses idea of field. FI has to have concrete operational as well as awareness of the field. Michael: witnessing, cultures. Pam: pain dissolving by awareness. Laura: this or that. Paula: practices of holding polarities. James: Buffalo and Polar Bear. Relative and absolute truth. Abi: infant development. Survival, comfort, bonding, curiosity. FI, creating safety.

FI Exploration #058 – Donna Blank

Knee & elbow towards & away, on side, with witness

CD#11/T14 [57 MINUTES] [ATM: DONNA'S CREATION]

Part 1: Sit, be, listen. Feel support, notice breathing. Expand breathing & attention through self; outward beyond self; extend attention to other people, beyond room. Open to what is.

Part 2: ATM in partners, one witnessing other person doing ATM. Mover decide where want witness to be. ATM: LOB, note ribs, spine, neck. Lie on R side, L forearm on R forearm. Bring elbows/knees towards each other, return; take a little closer & farther. Same with only top elbow/knee; note change in base of support. Same, think of hand and foot moving towards/away; hand and knee; foot and elbow; shoulder and hip; whole self. Gradually let movement grow, watch hand. Synchronize timing. Move only leg; only arm; both. Teeter-totter place? Continue to roll onto back, flipping palm over. Roll to sit. Movers share with partner from experience; witness speak if mover is comfortable.

Discussion #080 – Donna Blank

Resonating

CD#11/T15 [47 MINUTES]

Kristen: difficulty talking from experience. Laura: courage, neutral. Brian: as witness not being able to respond made present, genuine listening. Pam: hard to not talk, thinking more. Cheryl: knowing had witness, responsibility/performance/presence. Paula: responsibility of wanting to entertain. Shira: tracking process as witness. Marge: excitement. Tres: both asleep. James: resonating with Donna? (3rd party). In Authentic Movement difference is no one directing how to move; relation to FM. Shira: why mover speaks first? Is a private matter; our connections can be to any level of experience; respect for what mover is conscious of and willing to talk about; preserve what emerges from resonance; closer listening, not overstepping boundaries. Marge: reversal of witness/listening—to self, to partner. Tres: difference between resonance & projection; words are only part of what take in. When open attention, something happens; resonance helps create natural shift. Marge: reactions. Judgment. Maturity: comfort, having freedom & ability to make choices.

Day 54 Thursday May 17, 2007

ATM Lesson #131 – Donna Blank

Bridging #2, on back

CD#11/T16 [83 MINUTES] [AMHERST JULY 6, 1981]

LOF (front). Explore placement of arms, head; note pelvis, ribs, sternum. Feel ribs in relation to floor as breathe. LOB, note pelvis, heels; heels in relation to other parts. R hand into bridge position; where is elbow in relation to hand/knee in relation to foot (stand R foot); where feel most skeletal support. Move elbow with L hand to explore; take elbow more overhead; bend R knee, push w/ R foot a little to help lengthen R elbow overhead; bring elbow towards feet. Circle elbow. Stand R hand & foot, push with both, take back of head through gap. L hand in bridge, stand L foot, push, take head through gap; imagine the movement, do, go back & forth. "When the image and the action are one, we feel coherent". Stand both feet, gently lift coccyx; gradually higher, note hip jts open, pressure on back. Pelvis up, both hands in bridge, bring pelvis down. Pelvis up, shift weight to begin to take head gaps. Legs long, stand both hands, press head into floor; lift shoulder girdle; lift head. Legs/arms long, lift shoulder girdle, lift head, alternate. Stand feet, lift pelvis & stay, slide R shoulder blade down twd R hip; L. Pelvis in air, lift R shoulder to walk it down, rtn; L; alternate to go downward/upward. Legs long, stand hands, shift weight, walk shoulders. Stand both feet & hands, walk shoulders down & up. Legs long, stand hands; press head & release, press heels; press head & heels same time; do light & quick; head & each heel. Stand all feet/hands, walk shoulders. Hold head, bring elbows/knees towards each other. Stand, walk.

FI Exploration #059 – Donna Blank

FI with Kim

CD#11/T17 [7 MINUTES] [DVD#12 SCENE 1]

Full lesson with Kim, observed by students.

Discussion #081 – Donna Blank

Kim's FI

CD#11/T18 [60 MINUTES] [DVD#12 SCENE 2]

Kim: many things going on but all connected; everything below had to do with everything above. Laura: hard on body? Self organization. Cheryl: get benefit in self when working with others? Referring; transference; reactions in self. Tres: noticing changes in Donna. Ideally most movement coming from pelvis. Diana: camerawork. Abi: observing FI, meeting. Structure/principles of FI: interview; exploration; functional logic; ending. Exploration: how Kim was organized, how she responded, how Donna responded to Kim; curiosity built in relation to her request; convergence of ideas that turned into a composition; noted Kim's system was filling in/organizing. Donna's thinking: homolateral & contralateral all going to same place (R shoulder); chest relative to thoracic spine. Abi: enthusiasm, unknown, not wanting to be mechanic working on car. Being present to. Is a creative process. Marge: pauses. Conversational aspect (call & response). Different hand contact—different investigation; Donna tends to get info by contouring with hands. Robert P: shaking as contrast to being gentle. Base to learn is gentle, nondisruptive learning; also, a lesson can have other dynamic contrasts; rocking was after something had integrated—affirmation. Robert P: ATM lessons are structured—contrast from FI entering into relationship. Moshe experimented until found something functionally sound; there are structures in FI, but way it emerges not structured—meeting the moment. Brian: reproducibility. Robert P: what is an FI lesson and what looks like FI. Logic. Can learn FI by using ATM structures. Diana: Moshe developed ATM out of experience with FI to reproduce something similar that was more universal; ideas, vocabulary/sentences for FI. Distinction between resonance and skillful means; level of resonance affects level at which people integrate. Laura: universe—structure & resonance. Universal & unique.

FI Exploration #60 – Donna Blank

Knee & elbow towards & away, on side, second round

CD#11/T19 [49 MINUTES]

Same as ATM lesson with FI #58, switch partners.

Day 55 Friday May 18, 2007

ATM Teaching #05 - Staff

About ATM practicum

CD#11/T20 [35 MINUTES]

Notes for practicum are classic lessons. Will be groups of 3, one team will teach another team next week. Variety of ways to make notes for teaching. What is the lesson about, useful for, how do you think about that? How would you rename the lesson? Instructions are just movement directions; add awareness. Learning comes about how to think about lessons in abstract way; at first begin phenomenologically with own experience.

ATM Lesson #132 - Diana Razumny

Bridging #3, on back & sitting

CD#11/T21 [64 MINUTES] [AMHERST JULY 7 1981]

LOB, when scan use words or sensation. Legs long, arms close, palms down; bend elbows so fingers twd ceiling, then so fingers point overhead, bring elbows towards ceiling so could place palms on floor by ears. Hands by ears, imagine movements did yesterday. Press into hands a little so head rolls upward. Press w/ R hand, let back of head go through gap; OS. Arms long, stand feet, lift pelvis, imagine walking shoulders; walk shoulders down/up. Stand feet, lift & drop foot; stand hands too, lift pelvis, slide onto top of head. Sit with legs crossed, R arm straight fwd shoulder-height, palm facing fwd, lengthen palm fwd; OS. Same with R, add bending elbow, add taking elbow twd ceiling; OS. Sit, both palms fwd, take R hand backward & reach L fwd, alternate. Styles of lessons: 1) do reference, do a bunch of other things, do reference; 2) back and forth between reference & new things. Sit, both wrists/elbows bent, take both back as if bridging; switch legs, look down when take arms back. Sit, hands up/back by ears, look up/down. Kneel, tuck toes, both palms in front, bridge one hand back, other hand; both hands. Again, head looking down while arms go back. Take all back, imagine hands going to floor behind. LOB, stand feet, arms long, lift pelvis, walk shoulders so hands towards ankles (can go on toes). Stand feet and hands, lift pelvis, slide back of head on floor to come onto top of head. Bridge hands, legs long, alternate pushing with one hand to lift shoulder and slide back of head under arm. Rest, sit, stand.

Discussion #082 - Donna Blank

Handout: Seeing & being seen

CD#11/T22 [93 MINUTES]

Moshe quote: "There is no development without witness." Winnicott—object relations psychoanalyst & pediatrician. Being preceding doing; if other way, becomes mechanical. Printed lessons: doing; how do we create resonance/being. Transitional space; attunement. Daniel Stern's *The Interpersonal World of the Infant*. Esther Thelen. Stern: *The Present Moment in Psychotherapy & Everyday Life*. Being discerning & staying in open process. Authentic Movement: Shira: don't move til ready, mover speaks first, permission to be; Lisa—ability to express nonverbal, ATM affecting mind. Teaching from witnessing place. AM started with Mary Stark Whitehouse—dancer, MS, Jungian analysis; student Janet Adler. Being seen precedes seeing oneself. Students: in different states of being seen, history. Skill/knowledge is useful, but how to meet person so lesson emerges. Laura: don't know. Ask clients: what are you feeling/sensing. Sometimes stories/histories emerge. James: what if someone says something we can't handle. People will respond relative to what we hold; refer; recognize, compassion, go get help. Supervision; feelings in self. Trauma: Peter Levine's *Waking the Tiger*. Traumatic experience trumps all other. Spreading activity/awareness through self; FM doesn't bring in content, Peter Levine does. Sense trauma with client, could say "I feel something more is going on, I don't have ability to work with this, how do you feel about working with someone else"—we can set boundary. Leanore: fear. Calming down the system. Somatic Experiencing person: alicef@saltspring.com. Abi: SE work to have skills to deal.

ATM Lesson #133 - Donna Blank

Welding the breath #1

CD#11/T23 [27 MINUTES] [ALEXANDER YANAI #179 PART 1]

Stand feet, lift pelvis, inhale into chest. Directing breath into upper R. Legs long, continue. L foot stands, lift L hip, send weight into R shoulder, cont w/breath into R shoulder/upper ribs. Legs long, repeat into L upper lung. Feel breath moving breastbone. Stand feet, lift pelvis feel inhale. Lift head w/interlaced hands, stand L foot, feel pressure against floor of lower ribs, inhale/expand lower R ribs into floor. Repeat OS.

Day 56 Monday May 21, 2007

ATM Lesson #134 – Diana Razumny

Bridging #4, on back, rolling pelvis

CD#12/T01 [58 MINUTES] [AY #438, PART 1]

LOB. Stand L foot, think how would lead new students to do. Press L foot/direct L knee out over toes/lift L side of pelvis/roll pelvis to R. Roll pelvis, what do with knee—try over toes and to R, note head. Stand R foot, roll pelvis to L. Stand L foot, roll pelvis, quicker, note head/shoulders; explore variations of head rolling; slide head to L as roll pelvis. Stand R foot, note head; as roll pelvis slide back of head to R. Legs long, press head into floor; lift shoulders; palms on floor, press elbows to lift shoulders as if to slide up to crown of head. Stand L foot, L arm overhead, roll pelvis, note L shoulder blade; add turning head to R. OS, add looking up as roll; quicker. Legs long, press elbows to move head towards crown. Stand both feet, same, tilting tailbone into floor. Stay on crown head, lift pelvis from floor. Stand both feet, alternate pressing feet to roll pelvis, arms above head, look up to opp hand. Same, hands alongside sliding down.

Discussion #083 – Diana Razumny

Notetaking; basic Feldenkrais principles

CD#12/T02 [48 MINUTES]

Diana's process: Began with transcription, highlighted important things, typed notes from what highlighted, typed bare notes. May need more in notes now, less later as teach more. Analogy: "go to the market" or "go out door one block" or "stand up, turn, go down stairs, etc." If speak from experience, students will feel knowing; if read it, people will feel not-knowing, but it'll still work. Transcription to notes: to reduce words, not to lose quality. In ATM how would you teach sliding leg up/down, how to educate people about approach, basic principles. Barb B: break down in small steps. Kim: not demonstrating. Barb D: bringing awareness to each part of movement. Abi: ease. Donna: slowly, gently, listening to self so no discomfort, not needing to go to limit. Shira: reversibility. Marge: distributing attention. Noticing differences. Pam: different initiations. Options/habits. Kim: differences in Moshe's & Diana's directions, how important to give specific directions? Can be helpful to read through lesson several times. Donna: when familiar enough with lessons/teaching, will begin noticing what people are doing; automatic detour when people do things differently. Lessons can get diluted; Dennis gives closest to source as possible. Creating own handwriting & going back to source. Getting hooked. Abi: resting. Robert P: distinction between repetition & with awareness. We repeat, but disengage nervous system so don't just repeat same way of doing. Michael: self image. Abi: Non-goal oriented; exploration. Barb B: changing habitual. Brian: novelty. Shira: orientation; comfort with confusion. Disorientation affecting function. James: cynicism. Different styles.

ATM Teaching #06 – Donna Blank

Theme for your lesson

CD#12/T03 [7 MINUTES]

Directions were in above discussion: With ATM teaching groups, focus on what do you think the lesson is about, use that as basis for adding awareness directions to bare bones notes. Have a theme? Discussion: how are your sections linked, how does lesson develop/build.

Discussion #084 – Diana Razumny

"Can't"

CD#12/T04 [23 MINUTES]

Shira: preparing lesson has difficulty doing. Students will teach you; lessons are "tried & true." Pauses good for students AND teacher. Paula: what is it we "can't" do, not about the end movement. Comfort with confusion. Brian: our own constraints, to what extent do we help? Some help a lot, some don't; lessons made for people to figure out themselves; toleration of not getting result right away. We get better & better at things we're good at, drop other, this limits us; this work about reopening possibilities. How does it feel to not "be able" to do something, parents who push kids with challenges, learning how that feels. Exploration, play, doing it right—for students and as teachers. Eliza: the work works.

FI Exploration #061 – Diana Razumny

Rolling to crown of head

CD#12/T05 [19 MINUTES] [DVD#13 SCENE 1]

Demos: Cheryl (can do comfortably), Rosemary (not so comfortable). Groups of 4, first watch each other do the movement; then work. What's moving less, play with accessing it; can constrain what's not moving much, help what is.

Day 57 Tuesday May 22, 2007

ATM Lesson #135 – Diana Razumny

Bridging #5, on back, sliding onto crown

CD#12/T06 [54 MINUTES] [AY #438, PART 2]

Discussion #085 – Donna Blank

Right/wrong, paradox

CD#12/T07 [58 minutes]

What's going on? Stuff coming up during practicum. Seeing full potential. Timing, needs, stages of development. What's right? Cheryl – ego/witnessing. Kim: FI practice and talking "about" someone. Marge: FI practice. Donna: styles of learning. – structured or non-structured. Talking about vs. talking with and talking in a way a person can hear. Timing. Winicott and ego. Relationships – repairs, mending failures in relationship, mutuality. Touching in a way that person feels known. Touch with inquiry. Reflecting back.

ATM Teaching #07 – Donna Blank

Practicing & witnessing

CD#12/T08 [30 MINUTES]

In ATM teaching groups, one teaches, one moves, one witnesses. 15 minutes first person teach, up to 15 minutes talk; 2nd person, 3rd person.

Discussion: Kristen: "playground where everybody had same language." Ashley: supportive having witness. Michael: insightful. Barb D: watching 1 person. Private ATM. Tres: establish noticing. Marge: watching 2 movers. Kristen: anxiety. Diana: quality in voice. Cheryl: more visceral. Witnessing, not judging, still bringing up issues. Laura: analytical. Michael: challenges as witness. Creating value. Laura: patience. Changing self-image rather than correcting form.

ATM Lesson #136 – Donna Blank

Welding the breath #2

CD#12/T09 [35 MINUTES] [ALEXANDER YANAI #179 PART 2]

LOB, stand both feet, breathe into shoulder areas. Stand L foot, press & stay, expand breath into R shoulder. OS. Inhale, lift sternum. Stand feet, lift pelvis, stay, breathe into C7/T1. Stand L foot, lift head with hands behind head, inhale & press lower R ribs into floor. OS. Legs long, inhale & press spine below shoulder blades. Interlace fingers, lift head, same. Stand L foot, roll to lie on R side, head on arm, hold head w/ L hand, lift, inhale & press R side. Again, press lower ribs, play with placement of foot to help get to lower ribs. OS. Sidesit, note breath, OS. Stand

Day 58 Wednesday May 23, 2007

ATM Lesson #137 – Diana Razumny

Bridging #6, on back, arm overhead rolling pelvis

CD#12/T10 [51 MINUTES] [ALEXANDER YANAI #439 PART 1]

LOB, note spine. Stand R foot, R arm lengthened overhead on floor, lift R hip joint. Again, add head roll to left. OS. Stand R foot, L arm overhead, begin idea of sliding R hand in direction of R heel; again, include R hip joint, note timing, breathe in that position. OS. Stand R foot, R arm overhead, slide back of head under arm. OS, add turning palm on floor so fingers point towards feet. Add this on R side, looking for place elbow is over palm. Same L side, leave L hand standing, roll to back, lengthen L leg, use other hand to play with L elbow. OS. Stand both feet, L arm overhead, reach toward R foot with R hand, lifting R hip; wrap R hand around ankle thumbs with fingers, lift/lower pelvis, let head roll. OS, include comparison with R leg long. Legs long, stand both hands, press; lift head. Arms long, press elbows into floor, press head, slide onto crown. With hands in bridge, go to crown head.

ATM Teaching #08 – Donna Blank

Practicum, part 1

CD#12/T11 [9 MINUTES]

One group of 3 will teach another group of 3; the 2 not teaching can be witnesses. Talking about it: what did you learn, what really worked, what would you change

Discussion #086 – Donna Blank

Correcting, development

CD#12/T12 [64 MINUTES]

Cheryl: learning during discussion. Brian: layers, interactions about what didn't work. Barb B: lack of clarity about movements, how much do you correct, "right," how not to make people feel bad. Painful when tell people they're incorrect; correcting not match the FM. Good posture for hunchback—forever incorrect? Interest is improving human function. Meet people where they are, help them be aware of what doing, help find new options; it's student's choice, not ours to correct. We don't have to fix. We can burry image of ourselves under correctness; babies experiment with selves w/o correction. FM about own liberation. When improve function, people sometimes tend to look more similar. Rosemary: accepting non-perfection, learning after that. First, someone notices (we draw attention), then variations, then nervous system can discover; we as teachers are not responsible for getting people into position (may look like from outside). Babies go through developmental stages in different ways, involving variations and sorting. We are returning to capacity to learn this way. Kristen: modifying for self. Metacomments when teach—important to tell people not important that they do whole thing. Movements, noticing, underlying principles (which are not obvious to adults). Shira: attachment to "underlying theme." Each person has different experience. Laura: a lesson about getting a lesson. Embed this info. Languaging, space, permission to do in different ways. Kim: Moshe's languaging. Power of suggestion. Allow for experimentation/variation but keep train going—it's not improvisation. Diana: invitation to teach one lesson many times based on different themes. Transitional states. Marge: differences in lessons, challenges of practicum. Cheryl: sense of meaning. Composition, making a whole. Structure without experimentation: correctness.

ATM Lesson #138 – Donna Blank

Welding the breath #3

CD#12/T13 [50 MINUTES] [ALEXANDER YANAI #179 PART 3]

LOB, scan. Play with some of yesterday's lesson. On front, arms overhead, direct breath into belly & press into floor. Bring R knee up, roll a little onto L, L arm long, wrap R arm over head, lift head; stay up, inhale & expand into ribs. OS. On front, extend R arm overhead, turn L toes under, push with toes, inhale/press. OS. Stand both feet, press to lift pelvis, arms overhead, breathe/press. Rest on back: distance spine to shoulder blades. Sit symmetrically, breathe into upper thorax. On back, stand feet, exhale, hollow belly, expand into all dimensions.

Day 59 Thursday May 24, 2007

ATM Lesson #139 – Diana Razumny

Bridging #7, on back

CD#12/T14 [43 MINUTES] [ALEXANDER YANAI #439 PART 2, MODIFIED BY DR]

LOB, press with head, heels, tailbone, tailbone & head, elbows/forearms. Press to go up on crown head. Lift pelvis, note where is weight; stay, hands to bridging position, lower spine, note where do hands start to lift up. Lift pelvis, walk shoulders twd pelvis, hold ankles, lower/raise pelvis, bring arms to bridge, roll to crown of head. Stand R foot, lengthen L arm overhead, push to roll pelvis, look at L hand; switch arms, roll, stay rolled, R palm on floor, slide to point fingers twd feet, roll back/side; leave R hand & foot standing, push. OS. Legs long, press head, elbows, slide head onto crown. Stand both feet, lift pelvis, hands to bridge, lower spine to floor, leave pelvis down, press with hands to slide onto crown. Stand R foot, L hand to bridge, hold R ankle with R hand, imagine coming to crown, do. Legs long, bridge hands, slide to crown head, stand feet, lift pelvis to come onto head more. Interlace fingers behind head, bend knees/elbows twd each other.

ATM Teaching #09 – Donna Blank

Practicum, part 2

NOT RECORDED

Discussion #087 – Donna Blank

Feedback & writing activity

CD#12/T15 [17 MINUTES]

About practicum. Abi: art of feedback, way to feel better than, authority. Choice in relating. Diana: teaching peers different from teaching public; not hearing enthusiasm; value of what we're doing gets transmitted through voice. Donna: not another movement class. Can create magic; demystify with principles, empowering for them.

On own, write: what would be your next steps in teaching ATM, next thing want to challenge self with. Then condense to summary. Some answers: practice, articulating principles, teach series include metatheme to new students, study-group style, simple languaging, connection between student & lesson, personal exploration, analyze ATM, clarify specifics, witness a practitioner teach, notetaking, communicating, building a base suitable for beginners, language for spatial orientation & mvt vocab, teach regularly, structure/content/continuity, do more ATM, teach whole lesson to larger group, teach these lessons again. Just do it.

ATM Lesson #140 – Donna Blank

Breathing rhythmically, LOB #1

CD#12/T16 [56 MINUTES] [ALEXANDER YANAI #180]

LOB, stand feet. Rhythmically flip R hand. Add inhale on one flip, exhale on other flip. Add hold breath after exhalation, continue. Add holding breath after inhalation. 4-part process: inhale, hold, exhale, hold, one task per flip.

Day 60 Friday May 25, 2007

ATM Lesson #141 - Donna Blank

Breathing rhythmically, LOB #2

CD#12/T17 [60 MINUTES] [ALEXANDER YANAI #186]

LOB, stand feet, note breathing. Tap L hand by lifting/dropping @ wrist. Build up to 4-part breathing: inhale, hold, exhale, hold, each one gets one tap. Decrease air volume & muscular activity as much as possible. Extend L arm & leg; inhale, sense L lung; sense diaphragm. Lobes of lung. 4-part equal breathing, keeping chest full; seesaw breathing on L. Stand, compare breathing 2 sides, walk. LOB, same position, resume 4-part breathing, attend to smoothness of transitions. During inhalation, push with foot to lengthen L arm; exhale, come down. Stand, walk; close/open L wrist. LOB, same position, roll onto L side, continue 4-part breathing; hold head with R arm, lift, breathe. LOB, same position, 4-part breathing minimal; roll onto L side, same. LOB, stand feet, interlace fingers behind head, lift head, exhale. Let 4-part breathing come in through day, can help change how you do what you do.

FI Exploration #062 - Diana Razumny

Bridging: shoulder

CD#12/T18 [38 MINUTES] [DVD#13 SCENE 2]

Demos: skeleton, James. 1. Lift shoulders forward (from sitting at head). 2. Bring one arm at a time up near face—explore easy range of shoulder joint. 3. Choose easy arm to bring towards arch and first lift ribs on that side. 4. Take easy arm towards overhead palm to palm, gradually stand palm on floor near shoulder. “don’t want to contradict easy.” The process is the FI.

FI Exploration #062 continued - Donna Blank

Bridging: hip

CD#12/T19 [19 MINUTES] [DVD#13 SCENE 3]

Demo: Brian. Bridge one hand, have person stand same-side foot, push to roll pelvis. Practitioner stay at head/arm; move with, move and hold, let person move relative to, etc. Shown: lengthening knee & lift pelvis.

ATM Lesson #142 - Diana Razumny

Bridging #8, on back & kneeling

CD#12/T20 [37 MINUTES] [ALEXANDER YANAI #439 PART 3, AMHERST JULY 7, '81 MODIFIED BY DR]

LOB, stand feet, hold ankles, lift/lower pelvis, use this mvt to slide up onto head. Stand feet, both hands to bridge, press head to slide to crown. Legs long, press head & elbows to slide head to crown. Stand both feet, come to crown, lift pelvis. Stand feet, hold ankles, lift pelvis, knees moving down twd floor, use this to slide up onto crown. Kneel with toes tucked, reach R hand back to R ankle/heel, lean on it, other hand, both, looking forward; look back. LOB, hold ankles, lift pelvis. Reach w/ R hand twd L ankle, hold with both hands; other ankle. Kneel, tuck toes, reach for R ankle w/ L hand. LOB, stand feet, hold ankles, knees over feet, press back of head. Hold ankles, roll to belly and back. Hold ankles, knees over to slide to crown, rock. Stand feet & hands, lift pelvis, knees over feet, go to crown; lift head from floor if want. Stand; if up for it, find partner, go to wall, walk down wall.

Discussion #088 - Staff

Closure

CD#12/T21 [11 MINUTES]