

Day 61 Monday August 13, 2007

ATM Lesson #143 – Diana Razumny

Arriving, sensing skeleton

CD#13/T01 [41 minutes]

LOB, arrive, notice thoughts, breath; full skeletal scan; attention to flesh; bell hand, come to sit. LOB, sense and feel.

Discussion #088 – Diana Razumny

ATM teaching experiences

CD#13/T02 [49 minutes]

Teaching ATM over break? Kim: how much need to say, timing. Brian: less is more, guiding experience. When having difficulty, do lesson more. Cheryl: lesson takes life of its own, responding to students. Sources. Cheryl & Brian: ways of preparing. Getting started—sources, preparation, communicating, responding. Laura: integrating ATM into yoga and Pilates. Kim: paying attention as entry point.

Questions: 1) Why do we do this work? & 2) Value? To restore dignity; quit trying; improve function; interesting; learn about ourselves; “easy money;” effective; change; enrich personal and interpersonal relationships; grace and integration 2) What are we doing with people? Learn how to learn; provide space to explore Self; waking them up; empowering them to help themselves; modeling options; allowing potential to come forward; offering choices; new way of thinking (not pathology); providing learning environment; introducing people to themselves; holding “field”

3) How do we direct people’s attention to themselves? Dialogue, via: ATM: exploration of selves. #143 an ATM? Laura: meditative. Barb B: heightened awareness. Kristen: noticed changes. Constraint. Tres: translating description into action. Brian: intent and process of learning. Robert S: about self-image. Reading from “Self Image” chapter of *Awareness Through Movement*.

ATM Teaching #10 – Diana Razumny

Teaching awareness

CD#13/T03 [89 minutes]

Instructions: Morning’s lesson technically not “ATM,” but rather elongated scan. Partners: lie heads together or angled.

Diana will give movement instruction; partners will alternate giving each other noticing questions.

ATM: LOB, extend lower belly forward. Extend so roll toward tailbone. Push back of head into floor; add looking overhead. Press elbows. Do all together (belly, head, elbows). Add letting knees bend, heels slide. Stand feet, walk shoulders so hands can hold ankles, lift pelvis in air, knees over toes. Keep pelvis in air, move belly in/out. Add rolling up onto head, pushing into elbows. Legs long, stand hands, push belly and head. Stand feet, same.

Discussion: Robert S: going from specific to nonspecific, noticing language. How much be directive and how much open.

Laura: consciously being directive. Brian: directiveness of language. Duncan: setting up non-judgmental instructions based on what’s happening in room. Marge: awareness related to words. Distributing attention. Kristen: giving context for noticings. Realize how much of your teaching will come out of own experience. Laura: relational quality for exploring and understanding there are different ways. Sometimes feel in rut. Cheryl: creativity out of experience vs. observing. Tres: structure. Working from lessons before creating lessons; improvising off structure. Cheryl: training structures. Teaching people how to teach. Will make a difference if you start practicing now! Bigger piece of empowerment of Feldenkrais is in ATM teaching, reaching more people. Michael: not wanting to speak because experiencing. Laura: likes nuance. Jonathan: languaging relative to students’ experience. Simpler words can work for more experienced students.

ATM Lesson #144 – Diana Razumny

Sitting on floor spiraling to standing

CD#13/T04 [61 minutes] [Alexander Yanai #145]

LOB, scan. Sit, arms/legs in hoop, look at hands in front, turn head/shoulders/arms around to side, eventually allow opposite knee to flop to middle, continue around, eventually bringing leg from behind to standing, can use hand on floor, continue moving pelvis in spiral up to stand on both feet, both hands/head can be hanging down to floor. Reverse each step along the way. Do both sides. Stand with feet spread, one hand to floor in front, spiral down to sit facing opposite direction, reverse to standing. Same on other side and then alternate. Return to original move of turning head/shoulder/arm hoop around to one side, eventually coming up to standing while pelvis moves continuously.

Day 62 Tuesday August 14, 2007

ATM Teaching #11 - Diana Razumny

Bending spine, sitting on chair

CD#13/T05 [63 minutes] [Alexander Yanai #146]

Done with class in two groups, ½ watching while ½ moved; students contributing noticings. ATM: Sit on edge of chair: R hand on top of head, tilt/bend to R; continue bending R with hands switched L on top of head, R hangs down towards floor, return to R hand on head. Rpt OS. Bend/hang head back, look up to ceiling, belly long/forward, arching back; Rpt with both hands on forehead; Rpt with only one hand on forehead, switch hands. Palms on forehead, hang head forward. Chin in heels of hands, take head back. Hang head fwd, head turned to R with L hand on R side of head; take head back; Rpt OS. Lean on L hand on seat of chair, R hand/arm in front, look at hand in front of face and turn around to L. Rpt OS. Rpt with head/eyes going opposite arm/shoulders. Play with every movement since beginning. Interlace hands behind head, elbows in front, lift/arc elbows up towards ceiling; Rpt with Return to non-habitual interlacing on back of head, hanging down, lifting/arc elbows up towards ceiling. Rpt turning but with head hanging down, R arm down, L hand on seat of chair.

FI Exploration #063 - Diana Razumny

Observe sitting and turning on floor

CD#13/T06 [6 minutes] [from AY#145]

Groups of 4. 2 people observe while 2 people do movement from yesterday's lesson, sitting, flipping knees, turning arm circle. 2 movers will say where the movement could be easier and where they could have help.

Discussion #089 - Diana Razumny

Video—Moshe with Hazel B

CD#13/T07 [37 minutes]

Discussion after. Rapport. Kristen: orientations. Kim: how relationship with husband could take her back to habits. Tres: the reframing; frank. Brian: agreement to accountability. Kristen: reaffirming she not need passivity. Paula: interpretation of "lack" of empathy. Laura: age. Tres: balance. Abi: fear of falling. Cheryl: respectful. Giving over authority—using the very thing she was giving away to give it back to her. Marge: functional. Abi: organization around quarreling. Directing her back to herself. Brian: Moshe's consistency. Influence of Milton Erickson. A different time; Moshe's age and experience. Abi: surprising moments, closeness, planting seeds of how she was, her femininity. Cheryl: change in her body language. Laura: when she came alive. Marge: not what it seems. Startle response. Speaking while doing FI.

FI Exploration #064 - Diana Razumny

Twisting foot to open hip joint

CD#13/T08 [19 minutes] [DVD#14 Scene 1]

Demo: skeleton. LOB, bringing leg up, gravity to help, neurological spiraling foot into hip joint; bending knee with help of turning foot. Prep: LOB, access feeling of knowing for sure, go to mode of asking question, add expression in a gesture. Remain in quality of asking questions. Ask person to phrase in question if feel saying how should be through touch. Do frog leg movement and bring leg into air, take it down. Partners: first ride. Do; add circling hip joint. Demo: Duncan. Return to ATM movement sitting, flipping legs.

Day 63 Wednesday August 15, 2007

Discussion #090 – Alan Questel

Intro, self image and liking self

CD#13/T09 [9 minutes]

Liking self and awareness of parts we don't like. Students interview Alan.

ATM Lesson #145 – Alan Questel

Preparation for shoulder stand, on back

CD#13/T10 [51 minutes] [Alexander Yanai #9]

Stand feet, lift pelvis, fist under pelvis, throw legs overhead. Sit, arms in front at shoulder height, roll onto back, throw legs overhead, rolling on back. On back, arms down along side, throw legs overhead. Stand R foot, throw straight L leg overhead, allow R bent leg to come along. Repeat OS. Leave knees hanging near head. Hold sole of L foot with L hand, lengthen leg, use/or not the R foot to help. Repeat OS. Hold both feet and lengthen. Sit, soles together, interlace hands behind head, let head/arms hang down in front. Still sit, sand L foot/leg, R leg straight in front, R hand behind head, head turned to L, fold to bring elbow to L. Same leg config, switch arms, fold to R few times then switch legs. Hold both feet, lengthen overhead. Lift legs into air, feet towards ceiling, hold pelvis with hands from behind, lower one leg at a time, foot to floor overhead. On back, fists under pelvis, lift legs, begin rolling up spine, legs go overhead. Feet to ceiling again, hands supporting pelvis, one foot towards floor overhead, other towards floor below. Arms along side, swing legs overhead w/head turned to one side or the other, let the knees come to one side of head then other. Stand feet, lift pelvis, compare ease.

ATM Teaching #12 – Alan Questel

Choosing lessons to teach

CD#13/T11 [35 minutes]

Groups of 5. Talk about what is an ATM and the structure? How to choose lessons to teach. If you only had one lesson to give or if a series, the first and last lesson in a series? Michael: movement and awareness. One off lesson: Ref point and not complicated for first time one lesson. One off could be simple and awareness to complexity. Changing special orientation. Marge: first and last could depend on the audience. One off would require more awareness, have a huge impact. The end of a series could end with a very functional idea. Having themes to bring into function. Laura: having a plan. Tres: criteria for all, who are you talking to, your relationship to the group could make a difference, choosing a principle to expand upon, context/room may dictate what lesson you teach. Kristin: not too subtly. Shira: starting with something not attainable and then they are able in the end. Alan: we are becoming experts at what? Learning, listening, awareness around what? What is most fundamental about our work? Marge: degrees of movement, gradation. Alan: some sense of success. We need to get people interested in what? Michael: change. What is success in lesson? Feeling a difference? Easier? Multiple references helps more people to feel differences. How do you choose first lesson. Leanne: comfort zone. Choosing lessons you like so you have a kinesthetic relationship with it. Last lesson to be a wow lesson so they will come back. Alan, "what I say is not the truth." Trainers can disagree but see each other's points. If someone says not to do something, "why not?"

ATM Lesson #146 – Alan Questel

Scissoring legs, on back #1

CD#13/T12 [38 minutes] [Amherst-Russell Delman]

On back, note pelvis volume and tendency to roll one direction. Slide L leg out to L, little toe towards floor. Add R leg sliding to L following R leg. Continue, allow inside of R leg/knee to come towards floor, L leg sides L away from R so there's space between R/L leg. Stay with legs scissored open, reach R hand towards R foot. Cross R leg over/across L leg, slide R hand towards L foot then L hand towards R foot. Legs spread, pelvis rolled to L, arms at shoulder height, slide L arm overhead, R arm down towards R foot, stay there, roll head to look L/R. Switch arms so R is overhead, L is down, roll head to look R/L. Stay twisted w/R leg in front of left, scissored apart, face to ceiling, lift head, soften ribs. Original scissor legs, R behind, L in front while pelvis is rolled L, lift head, push belly out, look down between legs. Scissor legs, L arm straight forward, extend arm/hand towards ceiling then switch arms, then alternate. Repeat, lifting both arms same time, add lifting head, leave arms lifted and lower head, then just lift head, then return to lifting arms/head tog. Circle/hoop of arms L/R while legs are scissored open, take arm circle L/R. On back, legs long, take legs into scissoring movement, note ease. Stand, walk, turn circle.

FI Exploration #065 - Alan Questel

Explore side bending, on back

CD#13/T13 [49 minutes] [DVD#14 Scene 2]

Hands—feeling differences, quality of movement, etc; “function” is thread through lesson. Function in background; we are listening, sensing, feeling. Components of movement: flexion, extension, rotation, side bending. Coming out of flexion is going towards extension. Observe: Laura, Michael, Pam side bending (observing from front, back, and side). Where is movement, weight shifting, initiation. No such thing as ideal movement. Justifying action within context. Demo: skeleton and Ashley. How to evoke side bending LOB? Input from students. Learning to explore, experiment. Someone who helps: only say “don’t help” once. Whether or not their response is visible, is still conveying side bending; this is where learning takes place. Marge: helping vs. response. Can say, “just rest into my hands”, can slow down and wait. Help people listen to how they move. Tres: how help listen. Gone too far when feel self efforting. Partners: observe standing, side bending; explore LOB, one side only.

ATM Lesson #147 - Alan Questel

Headstand preparation #1 head on floor, on hands and knees

CD#13/T14 [41 minutes] [Amherst]

LOB, scan. On hands/knees, bring top of head to floor to form triangle, roll fwd/bwd, side/side. Small circles. Toes for running, lift R knee off floor; L knee; alternate. LOF, head to R, arms alongside, press R hand and release; add lifting R shoulder; add lifting R leg; add lifting R pelvis. OS. Head to R, press L hand; press both hands, lift head and turn to other side. On hands/knees, top of head to floor, toes for running, alternate lifting knees. Walk knees toward head; to R, to L. Lift L knee, lift R knee, lower L, lower R. Lift both knees, walk feet L/R; walk feet towards/away from head. LOB, press R heel into floor; add pressing back of head. LOF, head to one side, arms alongside, press both hands, lift both shoulders, turn head. Forehead to floor, press to lift shoulders/head, stay lifted, take only head twd/away from floor; quicker. Hands/knees, head to floor, toes for running, imagine walking feet. Stand, walk.

Day 64 Thursday August 16, 2007

ATM Lesson #148 - Alan Questel

Headstand preparation #2, on front and back

CD#13/T15 [42 minutes] [Amherst]

On back, lift part of yourself, what presses? On front: head to right, arms along side, press back of R hand and lift shoulder. Add lift R. leg. Lift bent right leg. Add lift head. Practice lifting at same time. Lift head and leg so minimally as to slide out a piece of paper. Try bigger movement/smaller. Press L hand to lift right leg. Try head to L. Rpt OS. Press both hands, lift both legs/head/shoulders. Change head. Explore pressing diff parts into floor. Head in middle, Press hands/lift head. Face horizon/floor. Lift head, leave shoulders on floor. Press hands, lift legs/head, hold and do pecking with head. Press hands, lift legs/head/shoulders, rock. When are you efforting that is not as useful? Think of being one solid piece. Rock/oscillate. Head to right, press back of r hand, lift r shoulder. Improve? Lift r leg. On back, stand feet, hands behind head, bring elbows to knees. Stand.

ATM Teaching #13 - Alan Questel

Recreating lesson of rolling onto elbow to sit, from back

CD#13/T16 [63 minutes] [Alexander Yanai #3]

Alan taught half a lesson, students wrote down notes so they could teach the other side. *Lesson:* legs spread, interlace hands behind head, lift head w/arms, direct mid, L/R. Rpt w/non-habitual interlacing. Bring L elbow towards ribs as lift head to L. Rpt. OS. Alternate. Place arms at 45 down along sides, palm down, turn head L, hold L ear w/R hand, lift head to L. Continue, thinking you want to roll up onto L elbow. R arm extended forward/towards ceiling, direct arm to L to come up over L elbow. Note legs could be involved. R arm comes across and down. Think of coming into side sit if easier. Think just skeleton. Constraint of not rolling to side. Come all the way up to side sit and just leaning on L palm. Continue up onto knees. Interlace hands behind head, legs spread, lift head L/R, compare.

Discussion: Abi: her teaching reflected places she was least clear. Improvement doesn't necessarily mean not efforting or engaging. Brian: when helpful and when letting them have own experience. Laura: what to do when teacher goes to fast for a student. As teacher—committed to students having own experience, not getting to the end of the lesson. Tres: not having to get it right. Structure of lessons, creating variations to adapt. Tres: noticing questions. ATM and FI difference: ATM uses words to direct attention and people move of own volition; "commands." Cheryl: placing responsibility of pacing on students, giving back power. Balance between outer and inner authority. "See if you can stop thinking without falling asleep." Paula: resistance to approach of having to stay with how Moshe said in ATM; components that contribute to efficacy. Adaptations based on knowing where lessons are going. AY lessons are basis historically and developmentally; need to know/teach a lot before creating own lessons. Saying "this lesson is about..." can distract from bringing in components to improve.

ATM Lesson #149 - Alan Questel

Scissoring legs, on back #2, flexing/extending

CD#13/T17 [49 minutes] [Amherst-Russell Delman]

Stand, sense weight through R foot, knee, hip; L. Partners: describe distinctions feel. LOB, flex/extend L ankle; flare/curl toes; do both; do opposite. Bend knee and flex ankle; add flattening lower back towards floor. L arm 45 degrees, palm to ceiling; flare L toes and bring fingers towards each other; fingers and toes flare together; inhale as fingers open and toes flare; add filling in L side. Lift L shoulder fwd; add flattening lower back toward floor; add letting L knee bend; add flexing ankle, all moving same proportion; add closing fingers. Roll L foot a little to L, let head roll to L, roll L thumb to floor; think of hurdling from previous lesson, add rolling R hand to L. Roll foot, knee, hand, head to L and R. Gently bend L knee, low back to floor, fingers close. Stand, note L foot, R foot, walk. Check in again with partners.

ATM Lesson #150 - Diana Razumny

Coming to stand on one leg #1, sitting on chair

CD#13/T18 [49 minutes] [Alexander Yanai #147]

Sit on front of chair, R ankle on L leg, R knee out to side, L hand holds R foot. R arm in space between legs, hook elbow to lift/lower R leg. Rpt OS. Feet on floor, lower head, arms between legs, slide back of hands on floor under chair. Feet closer to chair, palms on floor between legs, lower head, lift pelvis from chair. L hand under R arch, lift R foot, R hand below R kneecap, bring heel onto chair. Rpt OS. Sit back in chair, R foot on chair, bring L foot onto chair. Sit on front of chair, legs tog, arms behind knees, hold elbows w/ hands; lower head, lift pelvis chair. Sit, R ankle on L knee, L hand to R arch, slide R hand down front of L leg. Slide R hand R/L on floor. Rpt OS. Legs tog, hold elbows behind knees, lower head and lift pelvis. R ankle on L knee, hold R arch w/L hand, slide R arm through to elbow, lift R knee toward chest; L foot

Synopsis of Rocky Mountain 1 FTP Segment 7 • Year 2 • August 13-24, 2007

closer to chair, lift pelvis, lower head, drop pelvis to chair. Rpt OS. Sit deep in chair, lift legs, hands on front of ankles or below knees, heels on chair. Bring foot up w/hands on leg. Rpt OS. Keep R foot standing on chair, hold R ankle w/R hand, R knee w/L hand, take knee R/L; lift/lower foot from chair. Draw small circles w/heel on chair. Rpt OS. Heels on chair, hug legs, legs to floor, switch arms, rpt. Feet on floor, legs tog, arms behind knees, lower head, lift pelvis, stay standing; lift/lower pelvis. R ankle on L leg, hold R foot w/L hand, hook R elbow under R leg, lower head, stand. Rpt OS. Spread legs, palms on floor, lift pelvis from chair.

Day 65 Friday August 17, 2007

ATM Lesson #151 - Alan Questel

Headstand preparation #3, lifting and pressing, on front

CD#13/T19 [59 minutes] [Amherst]

LOB, note pressure; same LOF. LOF, head to R, arms near head, lift both feet; lift pubic bone; lift navel; lift lower ribs; lift shoulders. ROB. LOF, face to R, press each part into floor. Pressing and lifting coexist. LOF, face to R, undulate pressing, starting at top. Same, but on R side; on L side. Press both sides up and down. Bend R knee, lift from floor; press R hand/elbow; same time; OS. Bend both knees, lift knees, press both arms. Bend both knees, lift both knees; lift both shoulders; lift shoulders and legs. Legs long, lift shoulders, lift pubic bone; lift one side pubic bone, OS; lift feet; alternate areas. Alternate pressing pubic bone and lifting feet; pubic bone and shoulders; lift pubic bone, lift shoulders, lift head. Bend both knees, press R hand and lift R knee; press L hand and lift R knee; press R hand. Legs long, both hands on floor by shoulders, elbows in air, alternate pressing hands; press both hands. Lift sequentially between feet and head; press sequentially. ROB, stand, attend to pressing and lifting coexisting. Walk: pressing precede lifting or vv.

ATM Teaching #14 - Alan Questel

Results of movement instructions

CD#13/T20 [17 minutes]

Understanding a lesson. Distinction between movement instruction and movement that is evoked; practitioner adds guided attention, students adapt. Instruction only deals with a few parts; resulting movement involves much of self. Groups of 3. One give a direction (from lesson notes), watch result, discuss what's being asked for, relationships, how does the lesson take hold skeletally, etc.

Discussion. Laura: discoveries. Michael: variation. Abi: dropping seeds of info, intention. Leading to discovery. Abi: functional example. By taking function out of lesson, can then apply lesson to various functions.

ATM Lesson #152 - Diana Razumny

Twisting and bending, sitting on chair

CD#13/T21 [38 minutes] [Alexander Yanai #148]

Sit on chair, R hand behind head, push back of head to L so face turns R. Increase movement, elbow going back to L. Rpt OS. Interlace hands behind head, R elbow down to R, look at L elbow. Stay twisted, take R elbow between legs. Hands behind head, face forward, side bend to R; stay, turn to bring R elbow between legs. Stay twisted, come up, take the L elbow to L. Slide L elbow L/R on back of chair. L hand on floor between legs, R hand behind head, circle elbow in space; take elbow to ceiling/floor, turning head/face. Leave elbow up towards ceiling, look at elbow, make circle with elbow. L hand on floor, R arm up to ceiling, make fist with R hand, rotate arm. Same position but R hand on top of head, elbow towards ceiling, lift/lower head in this position. L hand on floor, R arm/fist up to ceiling, make large circle in space with fist. Rpt OS.

FI Exploration #066 - Alan Questel

Side bending review, going deeper

CD#13/T22 [39 minutes] [DVD#14 Scene 3]

Every movement is a potential reference. Spend time with movements exploring rather than inventing. Moshe's strategy (NLP): he looked for what he didn't know. Quality of emergence. What looking for? How much movement, ease, disperse own attention. Demo: Brian. Review of movements from Wed (ribs/pelvis, head, head/shoulder, foot, arm). Do movement and think beyond through the person. Can have whole person in hands.

Discussion: moving less but feeling more; producing a different neurological response. Working with one side but other improves. "Can you move" different than "can I make you move." Ways of receiving; talking can be useful or not.

ATM Lesson #153 - Alan Questel

Scissoring legs, on back #3, flexing/extending continued

CD#13/T23 [36 minutes] [Amherst-Russell Delman]

LOB, flex L ankle; add letting knee bend and lower back flatten. Flex R ankle, let knee bend; add flaring toes; toes curl as foot moves away; switch flaring/curling of toes; add flattening lower back; add lifting R shoulder. Think of each place bending same amount. Bend L ankle, knee to side; add letting R knee bend/turn to L; let legs scissor. R hand holds R foot, L arm overhead; let belly move forward. Legs long, bend and lengthen both ankles, pausing in-between; add flexing/curling toes. Continue ankles, let both knees bend. Bend R knee, let heel slide; imagine L leg turning to R; let R leg follow. Stay in

hurdle, L hand hold L foot, R arm extended, move navel to ceiling. Stay, turn head side to side. Legs long, arms to sides, hurdle side to side, include head; let front leg straighten as legs scissor. Legs long, bend/pulse everything. Stand, walk.

Day 66 Monday August 20, 2007

ATM Lesson #154 – Alan Questel

Headstand preparation #4, on hands/knees and back, carping

CD#14/T01 [63 minutes] [Amherst]

LOB. Move self to one side and other. Hands and knees, top head on floor, roll fwd/back; left/right. Sit, imagine ceiling coming to head, move so it would be parallel to floor. Head to floor, toes to running, lift R knee off floor; lift L knee; alternate. Lift one, then other, put one down, other (circle). Walk knees fwd/back. Lift knees, walk feet fwd/back, side/side. LOB, take legs in air, hands can hold pelvis; alternate taking feet back towards floor. On back, feet standing, hold R pant leg at thigh, pull leg and let go; OS; both. Add when feet land, lift/pop pelvis into air. Lift both legs into air, hold pelvis with hands, leg knees bend, lower feet to floor, end up with feet on floor and pelvis lifted, letting go of pelvis as need. Legs in air, scissor legs. Without hands holding pelvis, lift feet into air and bring down to land with pelvis in air. On hands/knees, head on floor, toes for running, lengthen knees to take pelvis in air. In position, imagine walking R knee and putting it on R elbow; do it; put it on and take off. OS. Bring L knee onto different parts of L arm; OS. Put one knee on elbow, take down, put other knee on elbow, take down. One elbow on knee, other knee, quickly take down. Put one knee on elbow, stay, sense distribution weight; OS. Again, one knee up, other, one down, other. Knees onto elbows, fall out by rolling. LOB, move whole self side to side. Stand, walk.

Discussion #091 – Alan Questel

Being late

CD#14/T02 [11 minutes]

Discussion about being late or absent.

ATM Teaching #15 – Alan Questel

Transposition and language exercise, sit/kneel/side-lying #1

CD#14/T03 [33 minutes] [DVD#14 Scene 4]

Seeing and learning 3-dimensionally. Demos: Jonathan sitting on table, Laura with front on table and lower legs on floor, Michael LOS. Movement direction: move R knee towards chest; lift R hand. Sometimes in different orientations, direction means different things; so how to speak so clearly and specifically. Bring lower ribs forward; look up. In groups of 6: three give directions, three in above positions; if it doesn't work for all, find a different way to say.

Discussion: Laura: multiple instructions at a time. Pay attention to the people who are there! Duncan: have table person with forehead on table? Paula: impossible for all to do same movement. Developing different ways to say things. James: change direction to what they are doing, then back to the original instruction. Shira: different ideas of where hip joint is altered movement. Abi: clarifying orientation. Generally orientation is self-referential; sometimes room. Marge: moving what when say hip. Focusing our understanding where movement happens. If direction doesn't work, stop and rest instead of compounding with words. ATM is a new language to people.

FI Exploration #067 – Alan Questel

Explore side bending, lying on front

CD#14/T04 [26 minutes] [DVD#14 Scene 5]

Having students "create the Method." Demo: James. Ideas from students how to create side bending on front. Lengthen leg, pelvis/ribs, head. Even if movement seems discreet, can still be communicating side bending. De-amplification of functional movements. By working with initiation of movement, we are working in highly functional realm. Looking for: how does he move, do I have whole person, stay with self, self-use, listening beyond hands; moving person in a way that they feel themselves moving, not feel you. Partners.

ATM Lesson #155 – Diana Razumny

Squatting in front of chair, from standing

CD#14/T05 [49 minutes] [Alexander Yanai #149]

Stand in front of chair, legs spread, hands on backrest, bend knees, pelvis moves back/away, head/shoulders go down, arms/body lengthens, back becomes horizontal, long/straight from hands to tail. Rest. Rpt w/hands on seat of chair, arch begins lower back, eyes look up as knees bend and pelvis goes back/down. Sit/rest. Stand in front of chair, L hand on seat, R on backrest, Rpt pelvis backward, knees bent, add turn/bring head under R arm. Sit/rest. Rpt OS. On knees, hands on seat, toes for pushing, heels together, sit back on heels. Rpt w/knees spread, heels together, lift/lower knees. Lift only R knee, turn to R. Feet stay in place, pelvis to L heel when knee is up, R heel towards floor. Rpt OS. Sit on heels, alternate

Synopsis of Rocky Mountain 1 FTP Segment 7 • Year 2 • August 13-24, 2007

lifting knees, turning, sitting back, lower heel towards floor when knee is lifting. Rpt, lowering pelvis, sitting more erect. Same position, close to chair, knees spread to sides of chair, hold edge of chair, lift/lower R knee then L knee, alternate. Lift both knees, sit on heels behind, R knee down to middle, under chair. Alternate knees. Stand in front of chair, hands on seat front, legs spread, bend knees, lengthen pelvis backward as before in the beginning... far from the chair. Continue until arching the back, lift head. Rpt with hands on backrest. Head lifts then lift R arm from chair, high up, look at (loose) hand with eyes, return it to backrest. Hands on backrest again, extend pelvis backward, bend knees, arch back. Middle goes down so chest is lower than the pelvis. Pelvis moves away from chair, body hangs from pelvis, toward hands on backrest. Lift head/L hand in air, look at hand, back/chest stays hanging low. Then R hand. Alternate. Same position, hands on backrest, lengthen pelvis backward, arch back, bend knees. Like this, hang back between pelvis and arms. Reverse, round backwards. Alternate, rounding/arching. On knees/toes, hands on seat, spread knees wide, pelvis on heels, lift knees, take R knee to floor, return, L knee, return. With both, return. On knees/toes, sit on heels. R hand on chair, L hand on L knee, lift L knee to side once, switch hands/knees. Lift both knees to sides. On toes/knees, pelvis to heels, L hand holds chair, R hand on right knee, lift both knees, go down with L knee, lift, down with R knee. Alternate, then both knees up/down.

Day 67 Tuesday August 21, 2007

ATM Lesson #156 – Alan Questel

Lifting/lowering pelvis from side & on hands/knees

CD#14/T06 [54 minutes] [Alan's, inspired by Amherst]

On back, note which side you would roll to more easily then roll to other side. On hands/knees, back of R hand on floor, side fingers towards L of L knee. Rpt. OS. Return to sliding R hand to L, continue so R shldr comes towards floor. Rpt. OS. Return to R, continue to direct head under L arm to look to ceiling. Rpt. OS. Stay w/R arm through, weight on shlder, lower pelvis to floor on R, knees stay bent and pelvis doesn't go towards heels. Rpt. OS. On R side, knees/hips at 90, R forearm under R ribs, L hand in push-up, lift pelvis from floor. Come back up and rpt previous, lowering pelvis. Rpt. OS. On R side, lift/lower whole L leg, then just the L foot, lead w/little toe, switch to heel leading, then outer edge of foot. Lift knee, leave feet attached. Lift/lower knee/foot alternately. Simple lift/lower whole leg to feel lightness. Arms extended in front, palms tog, lift L straight arm, arcing out to side and behind, watch hand, allow head to roll, knees stay together. Leave L arm behind on floor, as L arm returns to R, lift L leg, alt. Lift L arm/leg same time, cont so R side lifts, rolling side/side. On hands/knees, slide hand under, roll across mat and come up onto hands/knees again. Rvrs direction. Coordinate group rolling. Hands/knees, slide arm under like beginning, lower pelvis to floor.

ATM Teaching #16 – Alan Questel

Transposition and language exercise, sit/kneel/side-lying #2

CD#14/T07 [20 minutes] [DVD#15 Scene 1]

Seeing and learning 3-dimensionally. Proximal/Distal. Chin to chest – Move top of head away from shoulder blades – find more than one way of saying each movement. Right shoulder back/twist to the right/bring left shoulder forward. With Brian lying on stomach, L shoulder forward constrains movement, de-amplifies. But still informs movement. Discussion: Brian-where you are looking changes the movement. Build on unknown. Abi-move in space or internally. Language and memory.

ATM Lesson #157 – Alan Questel

Headstand preparation #5, Judo roll, on hands/knees

CD#14/T08 [40 minutes] [Amherst]

On back, push something into floor, note what lifts. On hands/knees, top of head to floor, toes for running, lift one knee, other, both. Both knees lifted, walk feet around to one side, the other. Rpt, walk feet towards self, pelvis goes higher, lift R hand from floor, lift L hand. Alt lifting hands. Walk feet close to head, pelvis high over head, image going to tuck chin and roll out. Walk feet near head, bring elbows to knees, imagine you could roll out of it by tucking chin. Rpt, but bring L knee to R elbow. Rpt OS. Both knees on one elbow. One knee on each elbow. Hands/knees, slide R arm to L, roll on R shoulder, lift knees, feet stay, eventually roll/topple to floor. Rpt OS. Hands/knees, slide R arm through to L, bell R hand while rolling. Rpt OS. Hands/knees, head to floor, walk feet to bring knees to elbows, play with rolling out of it. Same position, lift one leg into air, return to elbow. On back, press to note what lifts. Stand, walk.

FI Exploration #068 – Diana Razumny

Explore side bending, lying on side

CD#14/T09 [26 minutes] [DVD#15 Scene 2]

Demo: Tres. Students suggest where to put hands and how to move to create side bending with someone lying on the side. Then practice in pairs. Side bending floor-side and air-side. Hands on ribs, pelvis, head.

ATM Lesson #158 – Diana Razumny

Coming to stand on one leg #2, sitting on chair

CD#14/T10 [47 minutes] [Alexander Yanai #150]

Sit on front of chair; interlace fingers behind head. Take R elbow to R, keeping head in middle. Add turning head to look at L elbow while taking R elbow down. Then turn head to look to R elbow. Alternate head. Alter speed of arms relative to head. Rpt OS. L ankle on R knee, hold R foot w/ L hand, L arm straight in front. Lengthen arm forward, trying different trajectories. Same legs; interlace fingers to make hoop w/ arms in front. Take hoop forward and back. Both feet on floor, lengthen hoop forward, up, and to right; then to left. L ankle on R knee, hold L foot w/ R hand. Slide L hand down leg, exploring different angles. Switch hands. Switch hands back to original. Switch legs to explore OS. Rpt original side. L foot on R knee, make hoop, lengthen forward/up/side to side. Same legs; slide L hand down R leg. Rpt OS, w/ additional exploration of other hand sliding down leg, exploring floor. Both feet on floor, both arms straight in front as if holding

Synopsis of Rocky Mountain 1 FTP Segment 7 • Year 2 • August 13-24, 2007

stick; take stick fwd/up. Stay w/ stick up, take R tip toward ceiling towards being vertical. R foot on L knee, slide R hand down leg. Return to both feet on floor, take stick fwd/up. Rpt stick sequence OS (w/o sliding hand down leg). Take stick to vertical w/ R tip up, move stick side to side. R ankle on L knee, slide hands down; rpt OS. L foot on R knee, both hands hold foot, take torso fwd; rpt OS. L foot on R knee, hook L elbow under L leg; take torso down and lift pelvis; OS. R foot on L knee, R arm to floor; OS. Interlace fingers behind head, slide elbows side to side; add head looking to up-elbow; look to down-elbow. Take only R elbow down and towards front. R foot on L knee; take R elbow down and into space between legs, looking up at L elbow. Rpt sequence OS. L foot on R knee, explore L hand on floor; OS. Fingers interlaced behind head, alternate sliding elbows down, look to down-elbow; look to up-elbow.

Day 68 Wednesday August 22, 2007

Discussion #092 - Alan Questel

How Alan came to Feldenkrais

CD#14/T11 [8 minutes]

Alan's story about getting into Feldenkrais.

ATM Lesson #159 - Alan Questel

Headstand preparation #6, head on wall

CD#14/T12 [35 minutes] [Alan]

Stand at wall, top of head on wall, reach arm across front. Bring arm out to side. While arm is at side, bring back behind. Continue, note head spins in place when arm comes behind. Do with each arm. Return to reaching arm across front, feel for ease. Take one arm back, other across front, turning on head. Continue with arms, lift one foot. Leave arms turned to one side, alternate lifting feet. Turn both arms to R and take R foot to L of L foot. Rpt OS. Continue spinning so whole body turn, you end up facing ceiling, continue around to facing down again. On hands/knees, top of head to floor, note diff. Tuck toes, lift pelvis, walk feet around, play with bringing elbows to knees, feet diff.

Discussion #093 - Alan Questel

What happens in ATM?

CD#14/T13 [50 minutes]

Groups of 5 come up with a list of what happens in a lesson. Reporting in, Alan breaking them into 3 categories: strategies ATM teachers use; meta themes; kinds of ATM. Sensing rate is much slower than thinking, speaking and reading. Skeletal awareness. Configuration/patterns of action appeals to the brain. Handout with lists for the 3 categories.

ATM Lesson #160 - Alan Questel

Turning on vertical axis with imaginary hand, on back & hands/knees

CD#14/T14 [44 minutes] [Alan]

Stand, think of spine and turn around axis. Side bend, hand down to floor. Look up/down. On back, imagine hand holding spine from front of chest, imagine hand turns spine L/R. Have hand side bend you, then flex/ext., sensing movement coming from hand on front of spine. Lower imaginary hand two hand lengths down and repeat 3 directions of movement with spine. Move hand above original location and repeat, then up to cervical spine. On hands/knees, head against wall, repeat image of hand repeat all directions and positions of hand on spine. Imagine hand circles the spine. Turn spine to R, allow R arm to lift out to side and behind. Rpt OS. On back, arms along sides sliding while side bending, lengthening/shortening arms. Arms out in front, flex/ext in spine allowing arms to move up/down. Stand, turn around self, side bend, look up/down. Stand at wall, top of head on wall, think of spine turning and compare to morning ATM.

Discussion #094 - Alan Questel

State dependent learning

CD#14/T15 [10 minutes]

FI Exploration #069 - Alan Questel

Side bending, rotating from front to side to back

CD#14/T16 [12 minutes]

Partners: Watch person side bend in standing, have them lie on front, note which side head is turned, accentuate the way they are side bending. Have them switch to side lying, continue. Have them switch to back and continue.

ATM Lesson #161 - Diana Razumny

Bending, holding foot, standing at chair

CD#14/T17 [38 minutes] [Alexander Yanai #258]

Stand, hands on seat of chair, bend knees to squat; heels together, squat, take knees to floor. Stand, hands on backrest of chair, feet spread, toes out, squat. Stand, bend a little in all joints, everything together. L hand on chair, hold sole of L foot w/ R hand, straighten L leg; add bending a little in all joints. Rpt OS. L hand on chair, hold L foot, lengthen leg and stay, then bend/unbend everything else. Add letting R heel come off floor as bend, head maintains place in space. Rpt OS.

L hand on chair, hold foot; as leg extends bend everything else, come back up. Rpt OS. L hand on chair; bend/straighten, letting heel come up. Stay down and let heel come off floor and drop; faster. Rpt OS. Both hands on backrest, let everything bend/lengthen. Bend all, let both heels come off floor and lower. Same, lift/lower only L heel. Again both heels. R heel. Alternate. Same w/ legs together, both heels. L hand on seat of chair, hold L foot, bend all joints and extend L leg; add heel lifting/lowering. Stay down, lift/lower heel. Rpt OS. L hand on chair, hold foot, go down as far as can w/o lifting R heel. Make arc w/ L foot. Rpt OS. Both hands on front of chair, feet spread, bend to take pelvis toward floor w/o heels coming up. Same, stay down, open/close knees. Same, only flap L knee. R knee. Alternate. Flap both knees in/out, explore head. L hand on backrest, hold L foot, extend L leg as all else softens. Rpt OS. Both hands on backrest; bend/lengthen all. Continue lowering keeping heels down, look down; as rise, look to horizon. Lower/rise, keep eyes/head to horizon.

Day 69 Thursday August 23, 2007

Discussion #095 – Alan Questel

Development of language

CD#14/T18 [11 minutes]

Early form of writing included writing in reverse. Story of Moshe meeting person reading book upside down, realizing he was the "idiot." Development of language/words. The language we're born into dictates our physiology, thinking, etc. Traveling stories.

ATM Lesson #162 – Alan Questel

Headstand preparation #7, falling out

CD#14/T19 [52 minutes] [Amherst inspired]

LOB, swing bottom into air to go up onto shoulders. Sit; bell hand intro; bell and swim. Stand on knees, bell, add backstroke. Kneeling, toes for running, reach R hand to R heel; let pelvis move fwd and head move back; L hand to L heel. One heel, then other; take pelvis fwd. LOB, interlace fingers behind head, bring elbows/knees twd each other. Sit, swing legs overhead; hold pelvis, lower one foot to floor; other foot, both feet same time, make it light, keep pelvis forward. Swing legs in air, land feet with pelvis up—carping. LOB, move around point on spine. Hands/knees, head to floor, walk feet around. Bring each knee onto elbow. Imagine lifting legs into air and carping. On all 5s, challenge balance, let self fall or roll out. Swing legs and carp; lower legs slowly. Go into headstand, fall out. Go into headstand, knees on elbows, lift both legs, stay? Stand, walk.

ATM Teaching #17 – Diana Razumny

Teaching each other from AY notes

CD#14/T20 [24 minutes] [Alexander Yanai #259]

Groups of 5, put 5 chairs in circle. Pass around written instructions, read and work them out.

Discussion: What is the back of the pelvis? What's the lesson moving towards, languaging? Pelvis moving "back." Brian: the lesson was tailored to a group, canonical? Issues in transcribing—edit or total. Learning to tell when Moshe was talking to one person. Robert S: doing lesson becomes transcription. Space for interpretation. Approximations. Folding and rounding to make extension easier? Process of learning. Barb: became undulation of both. The bell spine.

Discussion #096 – Alan Questel

Massage laws and guild

CD#14/T21 [7 minutes]

Massage, etc, board laws. Base on how many emails and phone calls—decisions are based on constituency. What we can do: show up at meetings, send emails, etc.

ATM Teaching #18 – Alan Questel

Transposition and language exercise, sit/kneel/side-lying #3

CD#14/T22 [15 minutes] [Alexander Yanai #259] [DVD#15 Scene 3]

Demos: Michael, Kristen, Leanore: side bending with different directions 1. Speak a direction that works for all three. 2. Give other directions that can evoke pattern. Try to generalize. 3. Go back to first direction. Then rotate positions with original direction until each person back where started—how does working in different relationships to gravity affect original.

ATM Lesson #163 – Diana Razumny

Bending down at chair, standing

CD#14/T23 [46 minutes] [Alexander Yanai #260]

Stand behind chair, both hands on backrest, legs spread, bend all joints equally, come up. Go lower, let heels lift, to squatting. Look forward to begin coming up. Go down to squat, keep knees wide, bring knees/pelvis forward (knees towards floor). Take R knee down to floor, towards middle. Take R knee to floor, continue taking R knee up. Turn head and torso with pelvis/knees; as turn to R, bring R heel to floor, v.v. Both hands on seat of chair, heels touching, go down, let heels come off floor; take knees wide to floor and away. Keep head hanging forward, lift/lower knees. Lift chest, hang head back, take knees to floor. Head back; lift/lower one knee. Other knee. Heels touching, take both knees to floor, then heels to floor; do with head hanging forward, then back. Behind chair, L hand on chair, hold L foot w/ R hand, lengthen

Synopsis of Rocky Mountain 1 FTP Segment 7 • Year 2 • August 13-24, 2007

leg; go as low as can, bring L foot onto R knee. L hand on seat of chair, hold L foot, foot on R thigh, lower pelvis to floor. As lower, turn to R, lift heel from floor. As lower, lift L leg away from knee and lengthen. Repeat OS. Both hands front of chair, legs spread, squat, lift/lower knees. Turn to R, stay (w/ L knee down), lift/lower R heel. OS. (Continues from here w/o notes. T-shirt arrival/excitement interrupted note taking) Repeat squatting holding one leg in front, lift/lower heel. Ends w/beginning bending.

Day 70 Friday August 24, 2007

ATM Lesson #164 – Alan Questel

Sliding arms across self to overhead, on back

CD#14/T24 [45 minutes] [Amherst - take off sweater]

On back, arms near sides, slide L hand along floor and onto pelvis, front across to R hip, continue around to R side and up to shoulder, continue to head/face, floor overhead. Whole way is soft, gentle, slow, pausing between each step of increase. Repeat same with L arm. Do both arms same time, note which arm is on top and switch to other. Bend knees, feet stand, repeat arms sliding overhead, note when makes sense to lift pelvis. Kneel on knees, repeat arm movement trajectory. Stand, repeat.

FI Exploration #070 – Alan Questel

Flexion in several positions

CD#14/T25 [27 minutes] [DVD#15 Scene 4]

Partners, one lying in any position. Explore flexion in any way, with a sense of having the person in your hands.

Discussion: Cheryl: without talking more exploratory and informative. Laura: receiving. Kim: how knew when something wasn't working. Shira: felt partner's skeleton working with her skeleton. Tres: his experience same time. Talking is often a way to contend with internal anxiety; something else happens when we're quiet.

ATM Lesson #165 – Diana Razumny

Pelvis moving back, standing at chair

CD#14/T26 [38 minutes] [Alexander Yanai #262] [DVD#15 Scene 5]

Stand behind chair, take pelvis back, arms/legs straight. Belly/low back forward/back. Head up/down, quickly. Same position but R arm behind back, take pelvis back/R; turn head R, look at pelvis to R. Repeat all except L arm is behind. Return to R arm behind. Repeat series on OS. Both hands on backrest, original position, belly/low back forward/back, flex/ext. More weight on one hand, then other. In front of seat, hands on seat, repeat pelvis goes back, knees bend, tail back/up. Repeat pelvis going to one side; then other; then alternate. Behind backrest; tilt chair so front legs come up, hold back of chair near seat, slide chair away on floor, take sit bones to floor, slide chair in again as you stand.

ATM Teaching #19 – Alan Questel

Constructing series for target populations

CD#14/T27 [57 minutes]

What are populations could construct series of lessons for: athletes, dancers, golfers, actors, elderly, kids, musicians, massage therapists, potters, skiers, soccer moms, dentists, office workers, librarians, hairstylists. General public, kids, back pain. Difference between "athlete" (wanting to improve something" and "back pain" (wanting to get away from it, so attach self to it). Groups of 5, come up with series 6 ATM lessons for one of the populations, decide order.

Discussion: **Dancers**, Cheryl: pelvic clock, frog legs on back, hooking toe on back/sitting, dead bird, bending spine sitting, standing at chair squatting on one leg. Will the lesson call people back. Teaching from frame of reference. In FI, reframing to where can person move, where can't. Diana: taking function out of lesson, otherwise easy to slip into habits; could use as a reference but then take it out. Be careful about assumptions about groups. **Hairstylists**, Laura: dead bird, flexion on back, something for hands folding, shoulder/ribs rotating, pelvic clock, hand to foot. **Golfers**, Pam: standing rotation, coordination flexors/extensors, spinal chain, spiral sitting to standing, Errol Flynn arms, foot circles standing against wall. **Dentists**, Robert S: sitting bending spine, pelvic clock, carriage of head, tongue/jaw, sawing arms, first lesson again. What if someone misses a class? Engaging a population with what are your other interests? **Skiers**, Marge: pelvic clock, shoulders/eyes, squatting lesson, breathing, reaching arms forward, seated moving arms.

ATM Lesson #166 – Alan Questel

Rolling from opposite hip, on back

CD#14/T28 [36 minutes] [Alan - Amherst inspired]

Lie on L side. Lift whole R leg into air; keep knees touching, lift only foot; add leading with heel; lead with toes; keep parallel. Keep feet touching, lift knee. Alternate knee/foot. Lift knee, begin lifting foot as knee comes down, etc. Arms straight in front, lift R arm towards ceiling and behind; as return arm, lift leg; alternate. Lift arm into air and leg. Roll side to side. On L side, lift R leg. R arm in air, attend to L shoulder. Move R arm by opening/closing L shoulder. Same with legs. Same with arm and leg simultaneously; think of R shoulder/hip closing to roll onto R side. Side to side, snapping

Efrem Razumny

Comment:

open/shut. On L side, do prior way of rolling. Sing like music box when open. Go back to snapping. On L side, lift L leg into air. Stand, walk. Turn to look behind as if someone called name, take step. As turn back, feel standing hip opening.