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*Day 21 September 20,
2004*

*Introduction ~ Efrem
Razumny & Alan Questel
Announcements and welcoming*

NOT RECORDED

*Discussion #38 ~ Alan Questel
What are we going to do together?*
CD#05/T01 [11 MINUTES]

Why do people come to Feldenkrais? Hurt, listening to self, feeling heard, connection to self, clarity, curiosity, exploring, learning. Alan's job description, helping people like themselves more. Attention and using our attention to develop awareness, to do what we want, fulfill our intentions. Starting place, getting to know each other, realizing "I don't know." Not knowing is uncomfortable but the place to start in Feldenkrais.

*ATM Lesson #049 ~ Alan
Questel
Minimal eye movements #1, on
back and sitting*

CD#05/T02 [47 MINUTES][AMHERST JUNE 12, 1980 AM]

On back, scan, stand feet, take eyes to R. R eye to R, think seeing R ear. L eye to inside corner to R. Eyes slowly to R, fast back to center. Quickly R, slow to center. Slow R/center. Arc eyes around to R. Do quickly. Open eyes, eyes to R. Do quick/slow. Eyes slowly to R, allow head to follow. Eyes L/R, head follows. Sit cross leg, eyes closed, eyes R/forward. Gradually start crossing middle a little to L. Change crossing of legs. On back, continue. Stand, walk.

*Discussion #39 ~ Alan Questel
About eye lesson*
CD#05/T03 [6 MINUTES]

*Discussion #40 ~ Alan Questel
What are you curious, interested,
confused about in FM*
CD#05/T04 [27 MINUTES]

In groups of four answer questions, "What are you curious, interested, confused about in FM. What do you need to be able to do or know to be a Feldenkrais Practitioner? The key to the process is the questions. Curious, new and old messages and to change habits. Being conscious. Ruts of paying attention. How does the movement affect the nervous system? Deeper level of sitting with oneself and releasing old patterns. Present with self and yet observing. Releasing old patterns. Ruts were developed for good reason. And, we can't really get rid of any part of

ourselves. What do we access when we do ATM and FI? Old brain, causal body? What gets triggered? Having to change, not having to change or be perfect. We need more vocabulary to be able to talk about the work and what does it do. Neuromuscular education is one description but doesn't really say much. Gravity is an explanatory principle, perfection is also. Going towards an ideal and ideals don't exist. If you achieve an ideal you get another one. All-inclusive rather than perfect keeps it open. Very significant – all-inclusive. Moshe "need to be able to caress and kill." What does it mean to be mature, not just creating more choices or being inclusive but what makes sense from many points of view. Debra's question, can Feldenkrais Practitioner address moral issues? Movement is the medium. August would like to be able to speak to someone who is considering an elective surgery. Erin - listening and compassion. Alan's response, what is important is how we "act". Duncan-finding way to speak to people about the work. Alan, fumbling around is ok but got to maintain your enthusiasm. How do you understand it more by feeling it more? It's only in the doing of it that you will be able to talk about it.

*ATM Lesson #050 ~ Alan
Questel
Shoulder and hip circles, on side*
CD#05/T05 [47 MINUTES]

On back, scan for weight/lightness. On L side, knees bent one on the other, R arm on floor in front, sense ease of moving shoulder forward or back. Move forward/center. Move backward/center. Which is easier? Go forward/back. Move shoulder up/center. Down/center. Up/down. ROB. On side, imagine clock at shoulder and circle around the clock. Note where not really circle. Move to 12 o'clock (up) and circle around top arc between 11, 12, 1. Cont, add number on each side. Continue. ROB. On side, take shoulder down to 6, arc between 5,6,7. Cont to add numbers on either side. Go completely around clockwise then counter. ROB Repeat pattern with R hip, starting with taking forward, taking back, etc. until go completely around clock both directions. Return to shoulder to compare to beginning. Combine shoulder/hip clocks at same time clockwise then counter clockwise. Then in opposition. Break down the movement slowly to create the opposite directions. Reverse directions.

*Discussion #41 ~ Alan Questel
About ATM Lesson*
CD#05/T06 [7 MINUTES]

*FI Exploration #027 ~ Alan
Questel
Shoulder and hip circles, demo
and guided*
CD#05/T07 [57 MINUTES] [DVD#5 SCENE 1 (21 MINUTES)]

Demo: Sue on side, contacting at shoulder, take forward/back, up/down, circle. Same at hip and then guided FI of the same. Return to shoulder. Switch with someone to have a chance to feel another person.

*Discussion #42 ~ Alan Questel
About FI exploration and
feedback*

CD#05/T08 [9 MINUTES]

*ATM Lesson #051 ~ Alan
Questel*

*Minimal eye movements #2, on
front, back and sitting*

CD#05/T09 [41 MINUTES][AMHERST JUNE 12, 1980 PM]

On back, scan, feel eyes, roll onto front. On hand on top of other, forehead on hands, move eyes L/R. Lead with R eye then with L. Sense eyes hanging. Looking side/side, think of looking towards corners of eyes and then into distance. Shift between corners and distance, note difference. On back, eyes L/R then up/down. Eyes side/side, gradually increase speed. Sit, look up/down, go quicker. Move eyes L/R, quicker, even quicker so head. Go up/down really fast so head moves also. Lean back on hands, eyes open and take head/eyes up/down quickly. Fix eyes on point and take head up/down quickly, once leaning on hands and then without leaning. Slow down while leaning on hands, gradually increase speed and make smaller. Lean on hands, imagine clock surrounding you at level of eyes, looking forward at 12, 6 is behind head, nod head up/down while looking at 12, turn head little towards looking at 1, continuing to nod slowly. Leaning on hands, nod up/down small/quick, start forward at 12, slowly move around to R to 1 and continue through as many numbers as easy, return. Stand feet, hold around legs with arms, continue nodding around clock. On front, forehead on back of hands, think of looking out on horizon, look R/L. Think eyes are moving towards each other. As eyes return from being together it's as though they are moving apart. Then imagine eyes are actually moving apart, R eye to R, L to L. Imagine moving apart and coming back together quickly. Think of them moving slowly apart and back to neutral, continue while you roll to lie on back. On back, take eyes L/R slowly, note any changes. Continue w/eyes open. Sitting w/o leaning back on hands, look L/R with eyes open, note vision. Turn head, looking R/L. Keep head in middle and look L/R. Stand, feet staying, look around self, turning to see around self, eyes on horizon.

*Day 22 September 21,
2004*

*ATM Lesson #052 ~ Alan
Questel*

Rolling towards back from side

CD#05/T10 [53 MINUTES][AMHERST JUNE 13, 1980 AM]

Lie on back, note how you note. Slowly roll onto R side. Stay on R side, R arm under head, slowly start to roll onto back. Stay on R side, stand L hand on floor in front of chest, push hand a little to take the middle of your back backwards a little. What starts to come along when? Note breath. Slowly roll to back, slowly roll to side. On back, roll head side/side. Think about rolling to R side again and note how you think of it now. On R side, L forearm on floor in front of chest, palm to floor, fingers pointing headward, slide L arm headward a little, return. Continue so arm starts to lengthen overhead. As arm lengthens overhead, allow R shoulder to start moving back. As arm lengthens overhead, begin to straighten the R leg down. ROB. Return to R side with L hand standing in front of chest, push and feel how you roll back a little. Slide L arm a little towards overhead, leave it there and start rolling pelvis back. Continue, add starting to lengthen L leg as pelvis starts rolling backwards. ROB. On side, L forearm on floor, L lower leg on R, start sliding L arm/leg away/towards each other, folding and unfolding in the torso to bring the arm/leg to/away from each other. Pause, stand hand in front of chest, push a little, rounding the back backwards, continue to take yourself all the way to lying on back, then return to R side, slowly, on to back again. ROB. Roll to side, stand, walk to partner to observe face and compare sides.

*Discussion #43 ~ Alan Questel
About the rolling lesson*

CD#05/T11 [12 MINUTES]

Experience of lesson? Alicia: felt the peeling away from floor and sense of gravity and the movement of flesh. Charlotte about sense of flexion and extension to roll side to back, visa versa. Alan about use of flexion/extension and other technical words when working with the public. Joe about flexion/extension. Story about Michael Jordon and his tongue. Duncan about feeling of connection at the end when pushing from hand into torso. Alan, movement we ask for is often not the point just like in FI, where the hands are is not usually where you are thinking.

*FI Exploration #028 ~ Alan
Questel*

*Rolling from shoulder, hip;
outline shoulder, ribs, pelvis, demo
and guided*

CD#05/T12 [72 MINUTES] [DVD#5 SCENE 2 (11 MINUTES)]

Talk about anatomy study. One recommendation is Ackland 's Anatomy Atlas of the Human Body. Demo with skeleton. Guided partners. Explore shoulder moving forward/back, up/down, circle. Same at pelvis/hip. Explore being uncomfortable while touching/moving partner. Explore scapula, outlining, moving it separately. Explore ribs, outlining. Outline where you can contact boney parts of pelvis/hip. Go to shoulder, take front/back, up/down, around. Return to pelvis, explore the movements four directions and circle. Return to shoulder blade and think of moving it relative to the ribs. Think about opposite shoulder joint as you move the shoulder blade.

*Discussion #44 ~ Alan Questel
About FI exploration*

CD#05/T13 [9 MINUTES]

Kyle: "What the bleep do we know?" The observer affects the observed. We can't be objective. Where we place our attention has an impact. Duncan: Side lying, difficult to get up/down movement of pelvis. Alan: "I'm not getting enough movement," is a key statement. It's not necessarily the important thing. Also need a context like "what does the person need?" Duncan: getting more skeletal contact instead of muscle. Alan: takes practice. Using devises can sometimes be an irritant because it's not organic. Heidi: shared about being too flexible.

*ATM Lesson #053 ~ Diana
Razumny*

Standing to lying, flopping knees

CD#05/T14 [64 MINUTES] [ALEXANDER YANAI #205]

Sit, lean on hands behind, feet stand, flop knees side/side, feet stay in same place. Repeat, lifting one hand, swinging it in front, alt arms w/leg change. Cont, come up on knees, one hand stays on floor near knee, alt side/side. Stand, R hand on floor to R, go down w/knees to side like before, reverse. Repeat OS Alt side/side, stand in middle. On back, arms 45 away from body, roll across back onto elbows alternately. Add feet standing, tilting knees to side rolling onto. Stand, go down to one side with knees, roll all the way to back. Smooth out, alt side/side from lying to standing. Sit, lean on hands, legs straight in front, swing legs to side, side/side, grows into coming onto knees on each side.

*Discussion #45 ~ Alan Questel
Wonder what the ATM lesson was
about*

CD#05/T15 [13 MINUTES]

Groups of 5 discuss. Regroup in larger group to share findings. Where do the legs connect? Balance. Core strength. Reversibility. Moving through planes. Feeling self as a whole. Value of transitions. Sensing legs started in sternum. Having all directions

available. Alan, teaching from your personal experience.

ATM Lesson #054 ~ Alan

Questel

Eye clocks

CD#05/T16 [38 MINUTES] [ALAN Q]

Standing, shift weight, note eyes. Stand, take eyes to one side, pause, shift weight. Shift weight, turn, look around with focus far then near. Have soft or hard focus. Go between narrowed hard focus to a broad soft focus. Look around room without either hard or soft and walk with it, taking in through your gaze. Lie on back, eyes closed, move R eye R/center. Imagine small clock on R eye, 3 o'clock at R, go between 3, 4, 3, 2. Move along arc with eyes and sense neck. Increase size of arc, adding a number on each side so move between 1 and 5 and continue like that until you include all the way around half of clock 12 to 6. Repeat whole sequence with clock on L eye, looking around the half that is on the inside corner of L eye. Pause, eyes closed, slowly open eyes and allow the sight of the ceiling to come in. Allow what you see to come into your eyes, eyes scanning around. Bring R eye to 3, move through quarter of clock up to 12 and back to 3. Add 11 to the arc, eventually around to 9, going back and forth between 3 and 9 around the top half of the clock. Return to L eye, circling arc from 3 to 6, continue, adding one number at a time until get to 9. Slowly take eyes R/L, note change. Take L eye to 3 around to 6 on up to 9 and then think of R eye to continue from 9 to 12, to 3. Pause, take R eye from 3 to 6 to 9, then the L eye from 9, 12, 3, shift to R eye, 3, 6, 9. Pause, eyes close, look forward then to R and back to middle. Continue, gradually adding looking past midline a little to L until looking completely L/R. Continue, slowly open eyes, letting world in through your eyes while moving. Keep eyes soft, roll to side, come to standing. Notice how face feels, how "mask" feels. Walk around.

*Day 23 September 22,
2004*

*Discussion #46 ~ Alan Questel
Discomforts*

CD#05/T17 [13 MINUTES]

Alan asked if anyone woke up with discomfort. Taking care of self during ATM if we feel something uncomfortable. Ways to respond to difficulty in ATM: breathe; imagine; do fewer moves; do just the very beginning; initiate movement from another place; take frequent rest; monitor breath; do on other side, slower/smaller. Being sore next day it's ok. If sore several days time to question how you are doing it. Time to be kinder towards self. August: Is going slower the same as doing less? Less is better? That's the Weber-Feckner law. Self-consciousness has judgment; awareness is noticing what we are doing.

*ATM Lesson #055 ~ Alan
Questel*

Rolling side to back

CD#05/T18 [54 MINUTES] [AMHERST JUNE 16, 1980 AM]

On back, start to think of rolling to side like last lesson. On R side, R arm under head, imagine rolling towards back. Stand L hand on floor in front, imagine moving middle of back back. Push little with hand, moving middle of back back, think that forehead/knee are coming together a little. How's shape different? Not rolling but rounding. On back, roll head/eyes L/R. On R side, L hand in front, push back back, think forehead /knee towards each other, feel throughout self. Simply push w/hand to push back back, note changes. ROB On R side, L arm/leg on floor in front, slide elbow/knee little towards/away. Think of the L hand/foot as do same move. Think of hip/shoulder while moving. ROB. On R side, imagine stick between L elbow/knee, slide elbow/knee up/down keeping the imaginary stick between them. Return to bringing elbow/knee together, rounding back back. Think of different parts while doing same movement to feel differences. Arm/leg, ankle/wrist, knee/elbow, hip/shoulder, foot/hand, foot/shoulder, etc. On R side, arm on floor, knee on other knee, think knee/elbow together/apart, rounding on side when together, as they separate, lengthen arm/leg to roll onto back. Come to stand, eyes closed, walk, open eyes to find if walking straight. On back, roll to L side, L arm under head, knees together, R hand on floor in front of chest, imagine R elbow/knee coming tog/apart. Imagine parts of rolling from side to back, lengthening arm/leg towards rolling to back, bending elbow/knee to come onto side. On back, lengthen arms overhead on floor, imagine R arm/leg coming across to L to roll you onto L side, thinking of different parts of self. Actually start rolling to L. Stop on L side, from there roll to back and continue to R side. Stop on R side, do original move, pushing L hand to round back backwards.

*Discussion #47 ~ Alan Questel
About ATM Symmetry*

CD#05/T19 [12 MINUTES]

We are not symmetrical, we are weighted to the right. Story about acting experience in forest. Alicia: about playful. Alan's story about skiing, not getting tired because of shifting attention of where to initiate movement. Frank: working in water. Alan: between segments finding new things and differences. Feeling disorganized with the unfamiliar. Bob: noticing contact with floor, the side against the floor. Alan: teaching same lesson from different points of view. Pushing ground, gravity,

Moshe video

What is health?

VIDEO NOT RECORDED [AMHERST AUGUST 7, 1980]

Last day of first year. Comment on his teaching at high level and fast and felt people evolved. Complimented himself and group for getting through so much material. Comment on woman, PT that was stiff, had an ability to learn and he would use as an example of improvement. Senior woman with pain in neck had relief. Healthy person is someone who is not ill. We don't deal with disease, symptoms, problems that cause pain. Medical profession is for that, surgery, etc. We see people after they go there. We deal with health, not disease. What is health? Story of San Francisco training discussing health. Healthy if not ill is not a definition. Definition or thinking that doesn't lead to change of action is useless. Thinking brought humans from animals or cave men to present day. Two ways to find out what health is. If improve movement and function isn't the result then it's not thinking. When we were young and curious we were thinking and trying to find out how the world works. Normal thinking doesn't produce anything and that's what we do the most. Thinking that is your own, not what someone else told you. He found nothing came out of him as his own thinking when in the university. A healthy person is someone who can think for themselves. Optimum functioning was offered by student, he didn't agree. You learned to do movements that are against what you have learned. Healthy person doesn't go to a home, doctor, etc, has no aches, hears, sees, tastes, likes to eat. It's not what you can't or don't do but that you have something positive to do. Wellness, feels well offered by student. People can feel well and they are perfect idiots. Question: Is Milton Erickson healthy? Moshe knew a hunchback that was healthier than many. Alan stops video to explain Milton Erickson, a psychologist, polio. Moshe's response to meeting Erickson said, "I knew it could be done with words but I didn't know how." Can define health from biological point of view, organization of the brain that can take a shock without losing ability to recover self. Putting someone under stress or sever shock can show how healthy they are, do they rebound. Talked about people in the war not being able to act or recovered from shock and could then act. Person who recovers

from concentration camps or from a terrorist attack. Some people become helpless and there are those who can take charge. You don't lose ability to act and see situation and act to save other and bring people out of it. A more delicate way to look at health is to realize what you really want to do. Most people are only a part of what they could be. We accept less or what is not our will or interest. There is a way of acting after my own structure but it's distorted. People come to what promises to take them towards what they really want. Read student request about neurophysiology of what happens in orgasm and during psychedelic drugs - example of thinking. Example of coordinating flexors and extensors. Ninety percent of what we do is wired into the motor cortex. If I stand on my left foot I can't scratch the bottom of my foot as example of organizing so something is feasible. Same with our cortex. Healthy person can realize the dream they had before they were wired in to not have dreams. People come to Feldenkrais training with hope they can be/do what they want. People who feel haven't fulfilled their destiny come to this work. Story about Milton Erickson having man in trance saying that learning is the most important thing and our brain is always engaged. Looking back at how we learned, it was from people who themselves didn't know. Erickson gave feeling of curiosity and pleasure of exploring and learning. Milton said we learn through our conscious attention and some comes unconsciously but we learned it and it's a memory there for when we need it. There are two parts, those we learn unconsciously and those we learn consciously. Most that we do is unconscious, has become automatic. If you don't know what you do you can't do what you want.

Discussion #48 ~ Alan Questel *About video on health*

CD#05/T20 [17 MINUTES]

Groups of 4 then in larger group. Points of discussion: Different perspectives of the method. Original thoughts. Don't have to reinvent everything. Be able to talk for and against something. The terrorist example of being able to respond rather than freeze. Health as being present. Down side of awareness is it's irreversible. Becoming whom you thought you would be.

FI Exploration #029 ~ Alan Questel

Lifting spine with rolling from hip/shoulder, on side

CD#05/T21 [32 MINUTES] [DVD#5 SCENE 3 (28 MINUTES)]

Repeat what we've been doing with shoulder and hip and add to it lifting spinous processes with person on side.

Discussion #49 ~ Alan Questel *About FI Exploration*

CD#05/T22 [12 MINUTES]

Sue about partner wanting to stop. Our touch is a type of intimacy. It's different than most touching that we do with strangers. The conversations you have with yourself are just as important and have an impact. Michele: does my own restrictions get in the way. Yes. Learn by doing.

ATM Lesson #056 ~ Alan Questel

Rolling head with hand, on back

CD#05/T23 [48 MINUTES] [AMHERST JUNE 18, 1980 AM]

On back, roll head side/side. Continue, eyes open w/soft gaze. R hand on forehead, fingers pointed to L, roll head L/center. Then roll head R/center. Switch to head rolling carries hand then back to hand rolling "passive" head. Repeat with L hand. Three variations of how hand relates to head while rolling. R hand behind head and roll head. Add L hand on forehead, rolling head between two hands. Switch hands, do variations of contact with hands as well as trying hands passive while head rolls then head passive while hands roll head. Roll head between hands, add rolling L leg in/out. Switch hands, roll head, start rolling R leg in/out. Note rhythm combination. Mix up the rhythm. Start rolling leg first then bring hands to head without interrupting leg rolling. Switch rhythms, one stays same while speed up other. Start dragging the R heel along floor towards pelvis, knee bends, bring foot to standing, reverse. Keep sliding leg up/down and add rolling head between hands. Switch which hand is in front and continue with L leg sliding up/down while rolling. Slide both legs up/down while rolling head. Continue rolling head and alternately slide legs up/down. Arms overhead on floor, bring R arm/leg across to L, rolling to L side, reverse, roll to R side. Continue up to sitting, legs crossed, head between hands, roll head, keep rolling head and switch leg crossing. Stand, feel head over spine, turn to look around, walk.

*Day 24 September 23,
2004*

*ATM Lesson #057 ~ Alan
Questel*

*Hooking big toe with index finger,
on back and sitting #1*

CD#05/T24 [57 MINUTES] [AMHERST JULY 11, 1980 AM]

On back, scan and note how you scan. Quality of movement can be a reference. Roll each leg, sensing. Sit, soles facing, sock off R foot, hook big toe with R index finger, lift foot, leaning on L hand. ROB Repeat same, note if leg lengthens. On back, hook toe, lift/straighten leg. Add L hand behind head, lifting head/foot at same time. Talk about quality of "good" movement. Not feeling anything, even though we are practicing sensation. Return to foot/head lifting. Note eyes, try looking up/down. Pause, return to lifting only R foot. Add L foot standing, then with L leg long. Soles together, hook toe R toe again, L hand behind head, lift head/foot. Note area of back that pushes into floor and exaggerate the pressure to note if lifting is easier. Sit, soles together, hook R toes, lean on L hand, lift leg, not difference. ROB. Stand L leg, hook R big toe, lift/lengthen R leg, straightening out to R, rolling a bit. Pause, L hand behind head, repeat straightening/rolling R leg to R, direct L elbow to R as well. Pause, stand just L leg/foot, lift L side of pelvis little. Leave L foot standing, L hand behind head, hook R big toe w/R index again, lengthen/roll R as before, note differences. Lengthen and roll L w/o hand behind head. Pause, repeat, lengthening and rolling side/side. Add L hand behind head and roll just R, note changes. Sit, hook R index/toe, lift/lower leg. Switch to L index/L big toe, lift/lower few times to compare then pause holding toe and imagine many times in the way you would like it. On back, soles together, lift L foot, hook L index/toe, imagine lifting/straightening leg. Add R hand behind head, imagine lifting head/foot same time. Stand R foot, imagine pushing, lifting hip. Add hooking L index/toe, lengthening/rolling L. Add having R hand behind head, imagine lifting head w/rolling. Bring hand out, imagine rolling L/R. Sit, soles together, lean on R hand, hook L index/toe. Switch arms/legs, compare. On back, roll each leg lightly to feel/compare to beginning.

*Discussion #50 ~ Alan Questel
Wondering about the lesson*

CD#05/T25 [30 MINUTES]

Groups of 6 discussing what the hooking toe lesson was about for you and then think of the different components and variations. Do some version of analyzing and take notes to bring back to the whole.

*ATM Teaching #1 ~ Alan
Questel*

*Movement instruction for 4
positions*

CD#05/T26 [19 MINUTES] [DVD#5 SCENE 4 (10 MINUTES)]

Groups of 8. Demo with 4 students in same configuration but in four orientations. Thinking 3 dimensionally. Four positions are: Sitting on table; lying with lower legs up on table; lying on side with hips/knees at 90 degrees like in sitting; leaning over table with hips/knees at 90 degrees like in sitting. Give a movement instruction to all 4 people and find out how they interpret it. Keep refining language so that the movement of all four people is more similar.

*Discussion #51 ~ Alan Questel
What is the nervous system?*

CD#05/T27 [52 MINUTES]

Groups of 5 discuss and report. Charlotte's group - it's all about knitting. Heidi: Information super highway. Debra: with no speed limit, you can design your own and you get to design your own car or vehicle. It's the organizing tool for the organizing principle, which is way beyond our conscious identity. Thalia: You can have shifts in: physical plane, identity; awareness It's a tool or puppet. It's really cool like a black hole. Duncan: the way we process stimuli and then responds or sends a response. Maintains homeostasis, the balances it creates keeps us alive. How do you know we have one? Because they told us in school. Alan shared story of first years of being a practitioner and trying to talk about neurology. We build on what we've heard about it and build on it but it may not be true. Topic of energy and Moshe's response about it. Processing information? Using our senses in relation to stimulus. Receive info and then there is some response to stimulus. The brain as hierarchical. One response is fight or flight has to do with survival. For survival we need eat, reproduce, moving towards or away. Describing sympathetic and parasympathetic systems - Alan never remembers difference because it doesn't help him think differently. Homunculus. Plasticity of the brain. All these theories change through history. If we think about the NS independent of the whole we get out of our experience. We try to understand our emotions through neurology. What is concretely relevant? That's what we are interested in. Where does the nervous system end? Enteric brain exists in the gut. Gurus taking hallucinogens. Inhibition. Ninety percent of the brain's activity is inhibition. Baby's movements are random before they learn to inhibit. Einstein using 10 percent of his brain but just different parts of it. How does consciousness fit into the nervous system? Inhibition. Eyes, orientation in space; takes in info/light and we create images. We don't know what really happens and when we have a new understanding does it help us evolve; creates invariance. Example of holding up finger and shake

head side/side, note finger moves a little. We create consistency. Turn head to side and do same thing and it's harder to stop finger from moving. Learning is one of the major functions of the NS. Plasticity, development, stages of growth. Perception, learning and stimulus all fits together and related. The brain is always included when we talk of the nervous system. *Bodily Sensibility* is a book by Jay?

Function of the nervous system: Process information; Homeostasis – maintenance – regulation; Inhibition; Invariance; Learning; Perception; Adaptation; Survival - procreation, eat, sleep, drink, fight/flight towards/away

ATM Lesson #058 ~ Diana

Razumny

Sliding hands forward, sitting

CD#05/T28 [54 MINUTES] [RUSSELL DELMAN'S VERSION]

Sit cross leg, reach for imaginary basket, arms growing out of pelvis. Slide hands forward on floor, note comfort. Side sit, feel weight on sit bones. Leave feet, lift knees, tilt to other side. Compare sitting to each side. On back, reach each arm to ceiling feeling how whole of self can support the reaching, diff directions. Note all the way through torso, legs to feet. Stand your feet, repeat reaching. Arms long overhead on floor. Let knees fall to L, roll up to side sitting, swinging arms in arc around. L hand on floor in front/side, slide R hand forward on floor. Note head/pelvis. Look at lower L leg as slide hand forward, feel shape of torso. Stay forward, look up with head/eyes. Watch R hand as it slides forward/back. ROB. Side sit, knees to L, slide R hand forward on floor, look up as sliding hand away, look down as sliding hand back towards you. Continue with the head looking up/down but take the eyes opposite the head. When head comes up as hand slides out, look down with eyes and visa versa. Return to head/eyes looking up/down together. Feel connection through whole to pelvis. Look L while sliding forward. ROB. Reach for ceiling, note differences. Roll to L, come to side sit, knees to L, slide L hand forward on floor, then slide little L/R, explore directions. ROB. Stand feet, tilt legs L, note movement through whole of self. Tilt legs R, compare. Roll up on R side, side sit, knees to R. Imagine sliding L hand forward on floor, sense how that moves through you. Imagine someone pulling on wrist or index finger to pull you forward. Tighten your belly and feel how that influences the image. Switch to imagining R arm sliding on floor in various directions. Do few times. ROB. Stand feet, tilt knees R/L. Roll R, come to side sit, knees to R, slide both hands forward on floor, feel connection through. Vary use of head. Come up, lean on hands behind, flip knees to other side, slide both hands forward. Think of belly coming forward while looking up. ROB. Roll L, side sit, knees L, R leg back, L hand on floor behind/L, R hand towards ceiling, reach up/forward. Switch hands/legs, repeat. Lean on hands behind, flip knees side/side. Repeat w/o hands behind but alternately reaching. Test move, sit cross leg, reach

for basket, reach to roll head slide hands forward on floor. Additions: Scan, on back, stand feet, tilt knees, bring arms long overhead, repeat, feel connection from pelvis to arms. Reaching with arms to ceiling with feet standing, pushing feet, feeling hip joints. Sitting cross leg, reach forward as if to pick up basket of lettuce, strawberries REF MOVE. Sliding both hands, do variation of lifting/looking at arm going towards ceiling and looking under armpit

*Day 25 September 24,
2004*

Discussion #52 ~ Alan Questel

Q&A

CD#05/T29 [14 MINUTES]

Heidi: What if someone's spine has an odd curve. Alan talks about function. Scoliosis stories. Everyone's spine is different. We aren't looking for everyone to have a "perfect" spine or everyone to have the same spine. Self-correcting. August: Taking painkillers. Judgments about "drugs". Anti-depressant. Auxiliary supports the action you explore. Parasitic movements.

ATM Lesson #059 ~ Alan Questel

Rolling head between hands while sliding leg, on back

CD#05/T30 [46 MINUTES] [VARIATION OF AMHERST JUNE 12, 1980 AM]

On back, roll head, roll legs. Hand on forehead, roll head. Switch hands. R hand on forehead, L hand behind, roll head between hands. Quicker, smaller. Note elbows moving tog/apart. Switch hands, slow/big then quick/small. R hand on forehead, L hand behind, roll head, roll L leg in/out. Continue and switch which leg is rolling. Switch hands, add leg rolling then switch legs while rolling head. Roll head between hands, imagine sliding both legs up to standing. Keep rolling head, tilt legs side/side. Sit, L hand behind head, R on forehead, roll head between hands, add switching leg crossing. Switch hands, stand feet, roll head, tilt knees side/side. Roll head quickly while tilting knees slowly. On back, rolling head between hands, R hand on forehead, start rolling to right while rolling head. Explore rolling L. Switch hands, repeat. Head between hands, R hand on forehead, roll head, start rolling up to side sitting, return to lying, without interrupting head rolling. (suurrrre!) Side sit, head between hands, R hand on forehead, roll head, roll head, think of directing head to floor and take it in a wide arc to come to back. Sit, roll head between hands, side sitting, keep feet in same place and flip knees side/side. Roll head three times with one flipping of knees. On back, simply roll up to side sitting, add turning head just a little w/o hands. On back, roll head between hands, roll one leg, roll other, roll both, light giggle of legs. Slide legs up/down, standing/straightening, while rolling head. On back, simply roll head, add coming to sitting then standing then walking.

Discussion #53 ~ Alan Questel

Q&A

CD#05/T31 [10 MINUTES]

Bob: Is this an ok lesson for the public without preparation. If you feel ok teaching it. Kyle: What's

the point of giving a movement instruction that can't be done, referring to rolling the head while coming to sitting. First of all, it can be done. We do the lessons to observe ourselves and learn when we come up against. Debra: exploring outside the instruction.

FI Exploration #030 ~ Alan Questel

Review of week

CD#05/T32 [INSTRUCTIONS 3 MINUTES] [EXPLORATION NOT RECORDED]

Partners: Explore what you can remember from FI Explorations from the week with the intention to listen to them so they can listen to themselves.

*Discussion #54 ~ Alan Questel
About FI Exploration*

CD#05/T33 [12 MINUTES]

August: I wanted to do more/larger movements. Alan: we're doing things small to sense more. Ayesha: Going into a space. Alan: could say it's great but then others might think that's the "right" way. Finding what shows up each time from fresh point of view. Frank: When unclear the other person picks it up. Question about speed, you don't want the student to "have to" join the practitioners speed. Alicia: question about transitions from one movement to another.

ATM Lesson #060 ~ Alan Questel

Swiveling on buttock

CD#05/T34 [40 MINUTES] [AMHERST JUNE 16, 1980 PM]

Sit w/legs out in front of you, lean on hands, take both straight legs to R/center. Sit, legs crossed, feel sit bones. Roll pelvis back/center little. Put hand under one sit bone to feel it. Lean on hands, legs straight out in front, feel where weight would go to slide the two legs to the R. Add bringing the R leg bent back. Try keep orientation forward and then turning around to R. Sit, legs out in front, lean on L hand, swing both legs to R, letting both bend, think it first, feel what eyes do and then do the movement, spin a little. Sit, lean on hands, take feet L, start spinning L, knees bend to side sit. Lean on L hand, slide feet little R, switch to lean on R hand, take feet R little, spin a little side to side on bottom. Spin 3/4 circle around to one side, the other, leaning on ischium that turning away from. On back, bend knees, hold knees, bring knees closer/away. Keep elbows straight, rock little up/down. Hold knees/feet together, holding around knees, open/close feet. Continue holding knees, feet/knees together, push knees forward to roll up, head lifts, elbows straight. On back, arms overhead, roll towards one side then other, let it grow to come up to side sitting. Sit, legs long in front of you, slide straight legs just a little. Pause sitting, swing legs around, spinning one way and then the other. Use eyes to help spin.

*Day 26 September 27,
2004*

*Discussion #55 ~ Alan Questel
Helping during FI*

CD#06/T01 [19 MINUTES]

Tracy: Holding self during FI. Duncan: going for ride, taking turns. Alan: there's holding which stops movement and then doing the movement. Rather than telling them, feel when they start to help and do a micro movement and stop when they start to help. Anticipation of what the practitioner is doing. Practitioner doesn't know what they are going to do exactly, they are exploring. We anticipate within what we know. August: got worse over weekend. Alan: How much do you need to do? We deconstruct movement habits. Or, could say we are throwing them up into the air and seeing where they land. Regression is part of learning. Can regain equilibrium at quicker rate. If you have pain during a lesson, stop, call someone over. Assignment to see movie "What the #\$%!" Gyana: surrendering and talking to someone before hand. Alan: talking too much without movement/demonstration. Debra: using metaphors. Alan: careful with language meaning different things for different people. We aren't doing FI yet. Charlotte brought up the movie again and not liking it.

*ATM Lesson #061 ~ Alan
Questel*

*Flexion, elbows/knees,
together/apart, on back, sitting*

CD#06/T02 [42 MINUTES] [ALAN]

On back, scan, note breath. Stand feet, interlace hands behind head, lift head. Interlace hands non-habitually, continue, note eyes. Hold L knee w/L hand, R hand behind head, lift head, bring knee/head towards/away. Switch arm/leg, repeat. Feel for long/short. Return to R hand behind head, L holding knee, imagine stick between knee/head, rock little up/down. Interlace hands behind head, lift legs, knees/elbows together/apart. Sit, stand feet, interlace hands behind head, take tip of elbows to knees. R elbow to L knee, knee to elbow, foot comes away from floor. Sit, feet standing, hand behind head, kiss L knee; take chin to knee; forehead to knee. Repeat w/other knee. Sit, elbows to knees, compare. On back, stand feet, L hand holds L knee, R hand behind head, elbow/knee together/apart. Changes arms/legs, repeat, compare. Hands behind head, lift both feet, elbows/knees together/apart. Feet standing, lift pelvis from floor, lift head, alternate lifting head/pelvis, rocking up/down back. Lift just head w/hands, compare. Stand, imagine looking down, between legs and behind. Sense places in self that would help fold. Imagine looking up/behind.

*Discussion #56 ~ Alan Questel
Question*

CD#06/T03 [2 MINUTES]

*FI Exploration #031 ~ Alan
Questel*

*Lifting shoulders, on back
(guided)*

CD#06/T04 [70 MINUTES] [DVD#5 SCENE 5 (13 MINUTES)]

Discussion: What was the lesson about? Demo: with skeleton and Heidi. Guided partners. Groups of four, experiencing two different people's shoulders.

*Discussion #57 ~ Alan Questel
About FI Exploration*

CD#06/T05 [8 MINUTES]

*ATM Lesson #062 ~ Alan
Questel*

*Hooking big toe with index finger,
on back and sitting #2*

CD#06/T06 [44 MINUTES] [AMHERST 1980]

On back, roll legs. Sit, hook R big toes with R index finger, lean on L hand, lift foot in air, take foot L/R. Question of imitation. On back, hook toe, lift foot, take side/side. Sit, hook toe, pass R knee inside R elbow, let grow into side sit. Return to taking foot L/R while holding it in the air. Sit, lean on L hand, hook R big toe w/R index, bring foot to R pass knee under elbow. Change to taking foot to L while torso goes R then foot to R, torso L then everything in same direction. Take foot R, knee under elbow, foot farther around to R, allow L knee to lift and come towards center. Sit, hook R big toes, take R foot around to R so that the L knee can come up and then in towards floor in middle. Sit, soles together, L hand around outside edge of R foot, lean on R hand, pass R knee under L elbow. Lean on R hand, stand R foot, reach across/outside of R knee, reach to hold R foot if possible. Lean on L hand, hook R big toes w/R index, take knee/elbow inside/outside. Just lift R foot up and take it R/L, allow R foot to go back towards side sitting, then around to L across L leg. Lift lower foot to note ease. Sit, lean on R hand, hook L big toe w/L index, lift lower foot/leg, leave in air, take L/R. Imagine the moves on this side.

*Discussion #58 ~ Alan Questel
About ATM Lesson*

CD#06/T07 [2 MINUTES]

ATM Teaching #02 ~ Alan Questel

Movement instruction for 4 positions

CD#06/T08 [7 MINUTES] [DVD#5 SCENE 6 (6 MINUTES)]

Groups of 8. Demo with 4 students in same configuration but in four orientations. Thinking 3 dimensionally. Four positions are: Sitting on table; lying with lower legs up on table; lying on side with hips/knees at 90 degrees like in sitting; leaning over table with hips/knees at 90 degrees like in sitting. Give a movement instruction to all 4 people and find out how they interpret it. Keep refining language so that the movement of all four people is more similar. Explore where the movement comes from or proximal/distal reversal.

ATM Lesson #063 ~ Diana Razumny

Rolling pelvis forward/back, sitting

CD#06/T09 [45 MINUTES] [CARL GINSBERG VIENNA SIMILAR AY#3335-6]

Sit, legs out in front, spread and straight as is comfortable. Reach forward to roll head, one hand then other then bring both hands as if to lift head. Note rolling over hip joints. Sit, legs long/spread, lean back on hands, imagine pelvis as a ball, roll pelvis forward/back, feel belly, lower back. ROB Sit, legs long, hands on knees, roll pelvis forward, note if taller. Repeat w/hands behind. Repeat rolling pelvis forward/back w/hands on hips (top of pelvis), then leaning back on hands, compare. With hands on top of pelvis, roll pelvis forward, note elbows. Elbows forward/back w/pelvis rolling. Note coordination of forward/back, breath, shoulder blades, clavicles, sternum. Hands on ribs, take ribs back, pelvis rolls back. Add lower jaw moving forward, show teeth. Note neck. Add growl w/jaw going forward. Sit, hands on pelvis, roll forward, note ease in getting taller. Roll pelvis forward/back, note elbows, shoulder blades, collar bones. Add: stick out tongue when top of pelvis rolls forward, tongue comes in when pelvis is back. Smooth out head/tongue move to a licking move. Head/pelvis relationship? On back, hands on ribs, take elbows forward. Wrists on ribs? Note: back, chest, neck. Hands on floor near sides, elbows little wider, take lower jaw forward. Note chest, sternum, back, head tilting back? Sit, hands on lower ribs, take ribs backwards, take jaw forward Note pelvis, neck. Pause, hands on ribs, roll top of pelvis forward, lower ribs come forward. Sit, hands on lower ribs, roll pelvis forward/back. Add: jaw forward w/pelvis rolling back; tongue out w/pelvis rolled forward. Note taller/shorter. Sit, legs spread/long, hands on ribs, roll pelvis forward/back, note ease/range now. Repeat w/hands on knees then leaning on hands behind. Imagine rolling head.

*Day 27 September 28,
2004*

ATM Lesson #064 ~ Alan Questel

*Turning head, switching arms,
arms at 90 degrees, on front*

CD#06/T10 [57 MINUTES] [AMHERST JUNE 19, 1980 AM]

Scan on back. On front, arms up by head, turn head side/side, noticing. Face to L, L arm bent up, R bent down, 90 degrees at armpits and elbows, slide hands in direction of fingertips. Switch to sliding both arms down so R straightens, L bends a little more. ROB. On front, face L, arms 90, lift L elbow. Pause, lift R elbow. ROB On front, face L, alternate lifting elbows, pause, switch face to R, lift R elbow. Face L, continue lifting R elbow, quicker, lift L elbow, pause, slide L arm up, R down, note ease. Slide both arms up then both down. ROB On front, arms same, lift both elbows. Lift just L hand, lift just middle finger of L hand, go through each finger individually. Leave fingers on floor, lift just wrist. Alternate between lifting wrist/elbow/fingers. ROB On front, arms same, face L, lift R hand; leave fingers down and lift wrist; lift just elbow; then alternate between lifting different parts. Same position, lift both hands same time; quickly; lift both wrist; lift both elbows; slide arms in direction of fingers, note ease. ROB On front, same position, slide both arms up/down; leave whole arm on floor and switch arms so fingers of each hand end up pointing opposite of starting position; reverse; stay with R arm up and switch head to face L; tap elbows to floor; lift just wrists; start sliding hands around to switch which is up/down and turn face R to be looking at arm pointing up; switch to other side again, moving arms/head same time; stay facing R, slide arms in direction fingers are pointing. Have both arms up by head like beginning, turn head side/side, note difference from beginning.

*Discussion #59 ~ Alan Questel
About the lesson*

CD#06/T11 [13 MINUTES]

(note taker not on job in beginning) Remembering the movement is not the goal. Michelle question about injury and what to do. Alan: Story about injuring his wrist. Inhibiting proximally when injured. When stuck in lesson, ask what you can do with the middle of yourself to make a difference.

FI Exploration #032 ~ Alan Questel

Holding/lifting head, on back

CD#06/T12 [16 MINUTES] [DVD#5 SCENE 7 (15 MINUTES)]

Demo: with skeleton and Ellen. 3 ways of using hands to bring hands behind head then lifting with idea of folding Practice in partners.

*Discussion #60 ~ Alan Questel
About FI Exploration*

CD#06/T13 [8 MINUTES]

ATM Lesson #065 ~ Alan Questel

*Holding chin with hand, on back
#1*

CD#06/T14 [37 MINUTES] [AMHERST JUNE 27, 1980]

On back, explore R side of face with R hand, then L side of face, do from over top of head, reach for ear, explore angle of head to reach for ear/chin. Hold where you can and imagine coming to sitting to bring R elbow to R knee. Actually explore doing it and in few ways. ROB On back, R arm over top of head holding chin/L ear, slide arm/head/shoulders a little down to R; then starting in middle again, slide little to L/ alternate sliding upper torso L/R, noting ribs, pelvis, legs. (note taker lost a few steps) Bend knees, stand feet, R hand over head to chin, tilt R knee R to floor, roll with idea of bringing R elbow to R knee; keep L hand on floor the whole time. ROB Side sit, feet to L, R arm over top of head, direct R elbow to R knee and around area; leave head near knee/floor and move around little. Explore bringing head down by rounding back back compared to tilting forward from hip joints. Pause, repeat w/idea of reaching forward/out in front, come up making a kind of lapping movement. ROB Repeat lapping move in sitting, reverse action. Sitting, touch R side of face w/R hand, note change; expand to touching L side. Same side sitting, R arm over top to chin/ear, lean forward w/intent of R shoulder to floor. ROB On back, roll up to side sit on R, feel ease w/o holding head, arms can swing in large arc; alternate side/side rolling up on each side. Stand, hold over top of head w/R arm; switch to L arm over top of head, stop, walk.

ATM Lesson #066 ~ Alan Questel

*Hooking big toe with index finger,
on back, sitting #3*

CD#06/T15 [56 MINUTES] [AMHERST 1980]

Sit, hook big toe w/index, lift leg few times; take knee/elbow inside/outside; repeat OS. ROB. On back, hook R big toe w/R index; knee/elbow inside/outside. Repeat OS. Interlace hands behind head, stand feet, lift head feeling what's pressing into the floor. Return to hooking big toe taking knee/elbow inside/outside w/attention to where you press into the floor, allowing head to lift. Repeat OS Stand feet wide, flop knees side/side, note response of head, w/or against the direction of the knees. Note where each knee goes to each side. Change from flopping knees to moving them, note difference. Stand feet wide, drop only R knee in towards other foot. Change to moving R knee inward rather than dropping. Note difference

in L leg. Continue, R knee to floor near L foot, note what happens in rest of self while keeping R shoulder on floor. Repeat OS. Hook both toes, pass both knees under both elbows then outside; then alternate, one in/one out, different combinations. Sit, lean on hands, stand feet wide, take knees side/side towards side sitting. Same position, keep L leg standing, drop R knee in to floor; switch to L dropping in. Stand feet wide apart, bring knees together w/feet wide, bring lips to kiss knee; allow knees to alternately slide along inside of other. Lean on hands, stand feet wide, bring knees together, lower knees to floor alternately, sliding against other; return to lightly flopping knees side/side. ROB Sit, stand feet, lean on L hand, hook R index/R big toe, elbow/knee inside/out; take R foot behind w/inside of R knee to floor then flip and bring R foot to stand to L of L leg. Soles together, stand R foot, lean on R hand, L hand to outside of R foot, take R knee in/out of L elbow. Repeat OS. Hold R foot w/both hands, bend/straighten knee, taking knee in/out of arms, to each side of both arms. Repeat OS. Lean on L hand, hook R index/big toes, take knee in/out of elbow; repeat OS, note difference from first time. ROB, stand, walk.

then think about where the weight goes. Have person initiate from where the weight goes.

Discussion #61 ~ Alan Questel About the lesson

CD#06/T16 [19 MINUTES] [DVD#5 SCENE 8 (3 MINUTES)]

Groups of 4 discuss what the lesson was about; is it the same as last time; what were some of the strategies.

Big group: What was it about? Frank: Ribs. Nancy: Lengthening spine/back of neck. Nancy showing what she means. Alan makes distinctions about shortening/lengthening, flexing/extending. Alicia: pelvis moving in different planes. Demo with skeleton. Bob: more constraints than other. Name three constraints: knees vertical; knees together; not rolling. Inversion of proximal/distal. Carl: stopping Auxiliary Differentiated movement, which is different than isolating. Generalized movement.

ATM Teaching #03 ~ Alan Questel Movement instruction for 4 positions

CD#06/T17 [8 MINUTES]

Groups of 8. Demo with 4 students in same configuration but in four orientations. Thinking 3 dimensionally. Four positions are: Sitting on table; lying with lower legs up on table; lying on side with hips/knees at 90 degrees like in sitting; leaning over table with hips/knees at 90 degrees like in sitting. Give a movement instruction to all 4 people and find out how they interpret it. Keep refining language so that the movement of all four people is more similar. Explore where the movement comes from or proximal/distal reversal. Give movement instruction

*Day 28 September 29,
2004*

ATM Lesson #067 ~ Alan Questel

*Hooking big toe with index finger,
on back, sitting #4*

CD#06/T18 [47 MINUTES] [AMHERST1980]

On back scan. Sit, lean on L hand, hook R index to R big toe, lift leg, pass knee/elbow over/under, bring leg back towards side sitting. ROB. On hands and knees, bring pelvis towards heels, leaving hands in same place, note shape of back, rounding back/forward. Feel where movement happens. Rest sitting. Hands/knees, knees wider, feet together, L foot on R, take pelvis back, explore use of back. Switch feet crossing, continue. ROB On knees, elbows/forearms, repeat pelvis to heels. Sit rest. On knees, elbows/forearms, knees wide feet together, R foot crossed over L, pelvis towards heels. Switch feet, continue. On knees, elbows/forearms, move pelvis side/side. Variations: spine as rod so pelvis goes R, head L; spine bends sideways, R ear/R hip come together on side, same on L. Sit rest. On knees, elbows/forearms w/legs together, repeat pelvis L/R; then with legs wide. On hands/knees, knees touching, feet wide, take pelvis towards floor between feet. ROB On knees, elbows/forearms, take R foot move R/center; add inside of heel to floor when foot is out to R. Sit rest. Repeat OS. ROB Sit, lean on hands, stand feet, tilt L knee in, R stays vertical, slide inside of L foot back along the floor. Change to L leg out in front, swing L leg bent back behind on L, R leg stays standing. Repeat OS. On back, legs straight, swing L leg L to bend knee like in sitting, inside of L knee comes towards floor in middle. Repeat OS. On back, stand feet wide, tilt knees to floor side/side; leave one foot standing, tilt other knee to floor inside. On hands/knees, knees together, feet apart, take pelvis back towards floor between feet. Note head looking up/down. Sit, soles together, hook R index/R toe, lift, take R foot back to R. Repeat OS, note other knee coming up to vertical and then inward to W sitting.

Discussion #62~ Alan Questel
What was the lesson about?

CD#06/T19 [2 MINUTES]

Groups of 4, discuss what lesson was about as well as the series.

Moshe Video
Posture

CD#06/T20 [1 MINUTE INTRO] [AMHERST JULY 29, 1980 AM2]
VIDEO NOT RECORDED

Discussion #63~ Alan Questel
What was the video about?

CD#06/T21 [20 MINUTES]

Alan stopped tape to clarify being able to move in all direction. Method is oriented towards action, being and doing. Harriet: preliminary adjustment in order to act. Biological necessity from survival point of view, being able to move to survive. Animals can go from resting to totally acting. Being able to act/work and be able to not feel exhausted. Ken: combining other disciplines. Alan: impossible to eliminate your history. The thinking is different, learning rather than fixing, whole rather than parts.

ATM Lesson #068 ~ Alan Questel

Holding chin, rolling up to sit #2

CD#06/T22 [33 MINUTES] [AMHERST JUNE 27, 1980]

On back, R hand to L side of head over top of head, bring L arm long overhead, roll R while holding head w/arm; continue with L leg standing, start rolling towards sitting. ROB L hand to L side of face explore touching and fitting hand to face. Sense face touching hand. Bring L hand over top of head to R side. L arm overhead on floor, R leg standing, push through foot to roll towards L, lengthening L side; stay on L side, let head come to floor in front of L long arm and then bend elbow so hand holds head, continue rolling from back to L side w/this head hold. ROB Stand feet, R arm overhead, holding L side of head, start rolling R, think of R elbow towards R knee and continuing towards side sitting. Stay in side sitting w/arm over head, flip knees to L, go down and roll to back, circle on around in continuous, reverse circling. Side sit, knees L, feet R, L arm over head to hold R cheek/chin, take L elbow to floor in front of L knee, hang there, swaying little L/R. Start swinging around to L, elbow staying near floor whole time, gradually increasing to come towards lying on back. ROB Stand feet, R hand over top of head, hold head, roll up to side sit across R side. When sitting, change arms/legs and go up/down on L side. On back, both arms overhead on floor, imagine rolling L to come up to side sitting; roll up/down on L a few times. Stand, look around.

FI Exploration #33 ~ Diana Razumny

Review and rock pelvis

CD#06/T23 [30 MINUTES] [DVD#6 SCENE 1 (30 MINUTES)]

Review lifting shoulders and lifting head. Then rolling pelvis while sitting near side of student.

*ATM Lesson #069 ~ Diana**Razumny**Reaching arms forward, legs spread in sitting*

CD#06/T24 [54 MINUTES] [ALEXANDER YANAI #322]

Sit, legs spread out in front, lean on R hand behind, extend L arm forward, middle: Add lifting R ischium, L arm extends over L leg; return to reaching middle; Repeat L arm over L leg, lift L ischium; arm more to middle, note diff; Arm reaches in middle, alternate lifting R/L ischium; Reach over R leg, lifting L ischium; Leave arm in middle, alternate lifting R/L; ROB; REPEAT everything on other side; Sit, legs spread, hands on hips, thumbs behind: Bring elbows towards each other behind, belly out, shoulders back; Reverse direction, note rolling on pelvis; alternate forward/back; Add chin to chest, leave chin there, continue forward/back; Switch so chin is down w/elbows forward, up w/elbows back; Add looking up/down w/eyes; Switch head/eyes go opposite torso – look up w/elbows forward; Return to all moving together flex/ext; ROB. Sit, legs spread, note if easier to open legs, hands on hips: Return to full flex/ext, elbows forward/back; Switch so elbows do opposite torso – back rounds back w/elbow back; Note head move and chin/throat – what combo? Head w/torso or elbows?; Return all moving together in flex/extend – elbows back throat open, belly forward; ROB. Sit, legs spread, R hand behind, L arm over L leg, reach, lift R ischium: Add looking R w/reach; Continue – switch eyes to look L; ROB REPEAT OS. Sit, return to hands on hips, looking up/down w/whole self, elbows forward/back: Add looking L when elbows are back; add looking R w/elbows forward; Repeat but switch head looking L/R; ROB. Sit, L arm forward shoulder height, R arm back shoulder height behind: Lengthen arms alternately, looking at lengthening arm; Continue, look at shortening arm – note smooth transition of head; Return to looking at lengthening arm; ROB REPEAT OS. End with alternating which arm reaches in front/back; Add keeping head looking at forward arm; switch look at arm behind; Sit, return to beginning: Hands on hips, flex/extend, elbows forward/back; Lean on one hand, reach forward w/other over legs; Switch arms/legs. Stand, hands towards floor: Hold elbows, bend knees, straighten knees alternately, pelvis moving; One knee bent, straighten/bend the other; return to hands to floor, legs straight.

*Day 29 September 30,
2004*

ATM Lesson #070 ~ Alan Questel

*Hooking big toe with index finger,
on back and sitting #5*

CD#06/T25 [53 MINUTES] [AMHERST 1980]

Sit, hook R index/big toe, lift/lower leg. Soles together, play with toes and metatarsals. Bring R leg back to side sit, play with metatarsals one at a time, bending toes; lengthen and bend; separate toes to side. Feel throughout self while playing with toes. R foot in front, hook big toe, lift/lower. ROB Repeat OS Hook L toe w/L index, lift/lower foot, take L foot back to L to side sit, allow R knee to lift and come towards W sitting. Sit, hold outside edge of both feet, lift/straighten and flip knees inside elbows the reverse so knees are outside elbows. Pass knees both to side w/o letting go of feet, both arms end up holding feet to one side, knees are to the other. Repeat while lying on back, starting with one arm between knees as the feet go side to side and evolve to both arms to side w/both knees to other side. Note ease on back compared to sitting, Try in sitting again, compare. On side, hook index of top leg, bring knee/elbow inside/outside. Repeat OS Return to back, passing knees/arms side/side while holding outside edges of feet. Repeat in sitting. Lean back on hands, stand feet wide, flip knees side/side into side sitting. Hold both feet, take knees to one side, slide arm/leg against each other (confusing instruction). Return to sitting, holding feet, pass knees in/out of arms. Lean on hands, side sitting, change over legs w/little spin. Repeat w/o leaning on hands. Soles together, hook R index/big toe, lean on L hand behind, flip knee/elbow in/out. Repeat OS.

Discussion #64 ~ Alan Questel
What was the lesson about?

CD#06/T26 [36 MINUTES]

Groups of four discussed then large group. Donna: about flexion. Charlotte: toe joints? Alan: feeling through whole self. Duncan: differentiation in ribs, hip joints; something for the board – imaginary constraints like using image of rod. Alan: devices. What were the references? Frank: feeling of rolling from the lifting of toes. Kyle: hypnotized by movement like giving self FI. Alan: what made it like FI? Kyle: kindness, genuine curiosity, note looking for an outcome. Ken: toes started to move by themselves. Michele: breathing. Alan: scuba diving story and breathing. Debra's question about why would we do a series. The lesson is hard for her injury. It's not the same movement unless that's how you are doing it. There is repetition but there's a constant adding and evolving. Story about bad therapy, focusing on problem and expanding it into the rest of my life. Not trying to eliminate but

grow/include more of self, focus on other aspects. Adding more of yourself so the "injured" area becomes proportionally smaller. Story about woman with knee problem and limp. Gyana: also disappointed with series because of her ankle replacement. Alan: wouldn't necessarily be different if the lessons were with eyes and tongue. A meta theme of taking care of oneself. How do you keep yourself in a lesson? The training is different than a public ATM. Duncan: repetitive movement topic. Sit, stand, walk is something we wouldn't call repetitive. You can bring more awareness to more of self. Doing less really worked incredibly. Alan: not doing too much even when there isn't a strain. Remembering every lesson is always about the whole person/self. Heidi: return to theme of "bad" therapist. Alan: Story about meditation. Feeling like an adult? "I like myself who I am" Being ok is on the way to liking self.

Discussion #65 ~ Alan Questel
Q & A and What is an emotion?

CD#06/T27 [64 MINUTES]

(Note taker on break) Alicia's questions from question box. Organization. Memory. Nervous system doesn't know what surgery is so keeps functioning as before. Comments by Frank, Duncan, Elaine, Erin, Nancy, Charlotte: About Stephen Levine's work of trauma therapy. David Bowman according to physics we construct our experience out of our memory. Kyle: Talk not being effective, experience of psychotherapy having somatic experiences. Alan: being with therapist that is more embodied can give you a more body experience.

What is an emotion, how do you know you are having one and where does it go. Groups of 4 and large group. Debra: emotions are good organization. Michelle: feeling angry and frustrated and couldn't participate, can't place it, doesn't know where it's coming from. Gyana: usually of the past and future, mental imagining and something in the present but doesn't know what it is but seems like something else. Bob: the way we know we are having an emotion is through sensation. Below consciousness. Tightening during angry. Down side of awareness is it's not reversible. Alan: not completely certain that feelings are associated with sensation, although that's a bias. In FM we practice sensation so what does that have to do with our emotions. Physiological response to fear, anxiety and excitement are the same. ATM, we practice sensation outside of a context. It's common for people to complain that we don't deal w/emotions in FM. Thinking, feelings, acting, sensing are all happening at once. How do you know if you are thinking differently, or the way you feel, sensing. Heidi: What do we do with our feelings? Talking to someone can help. Muscle contraction is faster than de-contraction. Creating a lot of ways to create the sensation or posture that represents the problem outside of the context of the life situation that creates that for you. We use ATM in that way, explore lots of ways to get into the "problem" so that we have more ways to come out of

it. Keeping yourself in lesson. Being with emotions in deep quiet way, not being tossed around by feelings. Can you function in the world while having feelings and make choices that serves us? Strategy of reversibility with emotions. We can practice reversing our emotions. Gyana: not identifying with the emotion, knowing it's not you. Alan: we are over identified with our emotions as a culture. *Loving What Is* by Byron Katie. Heidi: Doesn't seem you can separate thoughts and feelings. Feelings can come from unknown places, can go away very easily. Depression is a place of no choice. Only one choice is a compulsion. One choice implies second, primitive form of choice. Three choices you begin to shift the relationship.

come up on other side. Do w/o hand on head, feel ease.

FI Exploration #34 ~ Alan Questel

Review and moving sternum

CD#06/T28 [25 MINUTES] [DVD#6 SCENE 2 (21 MINUTES)]

Review. Lifting head. Then kneeling on one side of student with student on back. Rolling the pelvis back into the floor. Rolling pelvis up. Roll pelvis left and right. Lifting head again. New: Map out clavicles, sternum. Then lift head with one hand while moving sternum down and back with other hand. Then lift head again to observe change. Lift shoulder with one hand, other hand moving sternum slightly down and back.

ATM Lesson #071 ~ Alan Questel

Holding chin, rolling up to sit #3

CD#06/T29 [46 MINUTES] [AMHERST JUNE 1980]

Scan on back, note breath, sternum, ribs. Side sit, feet to L, touch face w/R hand, reach over top of head to L side, hold head, tilt, lean forward, take elbow towards floor in front of R leg, add going down rounded and then come up through extending like lapping movement. Continue holding head and switch over legs, round down towards floor in front of L knee, start scooping action like other side. Elbow reaches out/away when down to floor. ROB Repeat OS. Side sit, feet to L, R hand over top of head, bend R, elbow towards floor via side bending. Pause, switch arms/legs, repeat. Note sit bones, pressing/lifting. Feet R, L hand over top of head, bend to R side. Switch arms/legs, repeat. Side sit, feet to R, R arm holding head again, lean on L hand behind, turn around to L. Lift L arm to shoulder height, turn around to L again. Pause, feet to R, L arm over top to hold head, turn around to R, add R arm out to side shoulder height. Sit, lean on hands behind, stand feet, tilt legs side/side. Stay feet to L, R arm holds over top of head, turn around, add L arm straight out to side while turning. Switch just arms, repeat. On back, arm overhead, come up to side sit, reverse, come up, flip knees, go down on other side. Go side to side, change hands and flip knees while on back,

Day 30 October 1, 2004

ATM Lesson #072 ~ Diana Razumny

Movement of legs, eyes and head, on front and back

CD#06/T30 [48 MINUTES] [RUSSELL DELMAN VERSION FROM AMHERST JUNE 19, 1980]

On front, note direction of face, bring arm on face side up, arm behind along side. Switch head/arms w/o lifting elbows, swiveling lower arms to change which is up/down. Switch again. Both hands up near head. Forehead on forearm, facing floor/forward, eyes fall forward towards ground, other hand to back of head, roll head with back hand. Switch hands, eyes hang forward, look L/R, add rolling head w/hand on back of head. Switch hands again, eyes up/down, add rolling head L/R. Bend knees, tilt bent legs side/side; add hands on head, roll head, note direction/coordination of legs/head, switch direction. Hands on head, knees bent, eyes up/down, head L/R, legs tilting L/R. ON BACK: Imagine eyes coming together/apart. Can use finger in front of eye coming near/far; looking at bridge of nose then ears. Imagine R eye looking at R foot, knee, hip, R side torso, neck, head, face. Repeat w/L eye on L side. Imagine both eyes looking at both feet, continue up through legs to hip joints, belly button, lower ribs, chest, neck, skull, eye sockets. Eyes together/apart. ON FRONT: Face side arm up, back arm down, lift both hands from floor, tap hands. Lift/tap elbows; then wrists; shoulders. Switch head/arms, repeat. Forehead on hands, eyes hang forward, imagine R eye to R foot, come up through R leg/side. Go up/down R side few times with R eye/vision. Repeat w/L eye/side. Both eyes start in feet, come up legs to pelvis, belly, torso, neck, head. Head to one side, arm up on face side, switch arms/head w/o lifting elbows. Forehead to ground, both arms up near head, eyes hang forward, one hand on back of head, eyes widen gaze, roll head L/R. Roll head w/o hand keeping eyes wide to sides. On back, eyes closed, palms over eyes resting, eyes softly apart, gazing into outer space. Hold knees w/hands, roll L/R playfully, eyes go up/down. Change eyes to widen and come together while rolling whole body side/side. Keep eyes closed, roll up to standing, imagine horizon, turn, scanning horizon L/R. In middle, imagine R eye in R foot, scan up through to head/face. Repeat OS. Pause, wide vision, slowly open eyes keeping vision wide, walk w/o interacting w/people. Note quality of contact of foot to floor, self to space, your mind, feeling, emotion, breath.

Discussion #66 ~ Alan Questel
Learning how to learn

CD#06/T31 [35 MINUTES]

(Note taker busy, missed beginning.) Alan had students share what they thought learning is. How do you know if you've learned something? Learning is different than teaching. Learning how to learn is

different than learning. Debra: connection. Charlotte: learning about oneself and how one is open. Note taking, watching video, styles of learning. Donna: wiping out pre-conceived notion. Heidi: once learned I'm on to the next curiosity. Nancy: has to be practiced. Gyana: knowing where to find info you need, where to go for it. Alan: another good definition of learning. Joe: discovery and then define it. Duncan: when reading something new learn it better by bringing it to something previous, relating it to myself. August: suffering, going slower, did less at the gym, trusting teachers, not being so competitive, ego. Alan: August described process of shifting within the event of learning. Liking self, habits of talking to ourselves. Our internal conversations. Observing self talk and interrupting it. Unconscious habits of learning, bringing ourselves to something. Michelle: learning disability and learning about how she can learn. Alan: styles of learning; experience of reading when experimenting w/drug ecstasy. Example of extreme multiple personalities i.e. diabetic in one and not in other. Interact w/self in a more knowing way so your real intelligence can shine through. After this talk may can start noticing how you have learned how to learn. Gyana: see how I impede my learning, how I'm lazy. Catching your self judgment. Being kind to ourselves.

FI Exploration #35 ~ Alan Questel

Review FI moves of the week

CD#06/T32 [2 MINUTES INSTRUCTIONS; EXPLORATION NOT RECORDED]

Partners, review the flexion moves we learned. Ask the questions: What is flexion? Can I help this person like themselves a little more?

ATM Lesson #073 ~ Alan Questel

Rolling side/side, lift/lower arm/leg, on side

CD#06/T33 [38 MINUTES]

On back, imagine rolling to one side, note how you would do it. On R side, lift/lower L leg; keep knees together, lift only foot pivoting over knee, repeat w/intention of little toe initiating/leading; switch to heel leading the lift. ROB On R side, think of keeping foot parallel w/floor so whole outer edge of foot lifts towards ceiling equally. Leave feet together, lift L knee from R, pivoting over foot. ROB On R side, alternate lifting/lowering foot/knee. Repeat, gradually bringing L leg away from R so L leg eventually is doing the same movement in the air. Lift whole L leg away from R, not weight, quality. ROB On R side, arms straight out in front, palms together. Lift straight L arm, fingers towards ceiling then back behind as is easy; continue, watching hand w/eyes; leave L arm back on floor and roll head R/L; return to palms together, leave head/eyes facing forward towards R hand as L arm lifts and goes behind.

Pause, repeat arm move, leave L arm behind, as arms come together start opening legs, visa versa. ROB On R side, lift/lower arm/leg at same time, increasing until roll to back then other side, reverse. ROB On R side, arms straight out in front palm to palm, repeat the rolling w/attention to the shoulder joint against the floor is opening, same w/leg, hip joint; lift arm/leg individually first then both so you roll side/side; think of pressing R side into floor and opening R hip/shoulder joints to open L arm/leg away, gradually rolling to back then other side, repeating; have feeling of popping open, snapping shut from the “top” side coming down on bottom side. Explore different ways of rolling side/side, different qualities, speed. Stay on R side, lift R leg from L and feel the weight and ease. Stand, imagine someone calls you from around R shoulder and take step back w/R leg; think of pushing off from L foot, opening L hip. Repeat OS

Day 31 October 4, 2004

Discussion #67 ~ Yvan Joly
Sharing about operation,
emergencies & pain

CD#07/T01 [16 MINUTES]

Share about experience of operation. Feldenkrais is not medical and not used in emergencies. Pain from doing Feldenkrais is a message to change the way you act.

ATM Lesson #074 ~ Yvan Joly
Breathing with pelvis rolling
up/down, on back

CD#07/T02 [26 MINUTES]

On back, note breathing. Stand feet, roll pelvis up/down. Note breath in relation to rolling up/down.

FI Exploration #36 ~ Yvan Joly
Observe breathing and reversible
emotions

CD#07/T03 [25 MINUTES]

Half of class get up from ATM lesson and sit to side of another. People lying, just be witnessed. People observing, note: how breath comes in; the peak of the inhale; then the breathing out; where does the inhale/exhale happen. Person being observed start rolling pelvis up/down slowly so partner can observe. Witness notice if your breath starts to synchronize and then interrupt if you are. Person lying, rolling pelvis, note movement of head. Sympathy: relating to person's experience. Empathy: recognize the person's experience without being swept away by it. Switch roles. Person on back think of something to worry about, note breath. Think of something pleasurable and not breathe. Return to worrying, stop. Stand feet, roll pelvis up/down, note movement of head. Stay with pelvis rolled down, breath in/out. Repeat w/pelvis rolled up. Let it go, access anger, feel throughout self. Think of someone you love, note experience throughout. Roll head up/down with knees bent, note movement of pelvis.

ATM Lesson #074 continued ~
Yvan Joly
Breathing with pelvis rolling
up/down, on back

CD#07/T04 [7 MINUTES]

Return to everyone lying on back, feet standing, rolling head up/down, note pelvis. Repeat, note connection to breath. Make small/quick, head/pelvis rolls up/down. Roll just from head.

Discussion #68 ~ Yvan Joly
Process of becoming trained in FM
CD#07/T05 [17 MINUTES]

The training is experiential, learning in your own self. Then there is being able to speak about it. Analytical process to create reason; rules, strategies. We go to our experience, we express it and then we discuss and reason about it. When someone comes to you for a lesson, that's not what they do. Some people have the need to "understand" analytically to feel they know something. We don't do that so much here, we use more experiential. Some people want only experience, some want to talk about it. We use all three ways in order to create a professional training.

ATM teaching #04 ~ Yvan Joly
Describing experience & ATM
distinction handout

CD#07/T06 [8 MINUTES]

Groups of 5 in star configuration, heads together, go around stating experience of scanning themselves. Then bend knees, roll head up/down and repeat the circle of sharing what they find. An assignment to study 1 ATM from last segment with a group of three. Bring manual tomorrow. Then the ATM distinction sheet of paper.

ATM Lesson #075 ~ Diana
Razumny
Sliding hands forward, one leg
back from side sitting

CD#07/07 [51 MINUTES] [ALEXANDER YANAI #390
VARIATION: GABY YARON/SANFRAN JUNE 27, 1978]

Side sit, feet L, knees R, L hand on floor in front of R leg: Slide R hand forward on floor, chest towards R thigh; Cont, turn head L, R ear towards floor; Reverse arms/legs, repeat; ROB. Side sit, feet L, knees R, R hand on floor in front of R leg: Slide L hand forward on floor; Turn head R, L ear towards floor; Repeat OS. Side sit, feet L, knees R, both hands on floor in front: Extend L leg back; Leave leg extended back, ankle/toes extended; Take pelvis L to roll L leg, turning heel out/toes in; Hip comes closer to R foot; Repeat OS. Side sit, feet L, hands on floor in front: Slide hands forward; Add lifting head to look forward when arms extended; Add extending L leg back when arms slide forward; Repeat OS. Return to feet L, both hands on floor: Extend arms forward, stay, tilt torso L/R, hands sweep; Attn to small amount so go L/R equally; Repeat OS. Slide both hands forward, extend L leg back; Stay, stand toes, push, lift knee; Add lifting head w/toe push, knee lift; Repeat OS. Side sit, feet L, stand elbows, chin in hands: Slide L leg back, stand toes, push to lift/straighten knee; Repeat OS. Sit cross legged: Reach forward w/both arms; Add looking up and reaching forward/up; Change over legs, repeat; Bring arms/head down in front to floor, note ease.

Discussion #69 ~ Yvan Joly

Touching

CD#07/T08 [9 MINUTES]

In FM we use touch as a somatic educational process. Intent is to inform the person to the state of their being. First stage is a kind of reflective, mirroring. Touch as conversational

FI Exploration #37 ~ Yvan Joly

Observe breathing, guided

CD#07/T09 [44 MINUTES]

One person on back, knees bent, other person sits to side, notice where they are breathing, place one hand on area that is moving, follow/mirror the movement. Place hand on area with the least amount of movement. Switch partners, people lying down stay and other move to another person, repeat observations and touching.

FI Exploration #38 ~ Yvan Joly

Demo of rolling head/pelvis up/down, on back

CD#07/T10 [26 MINUTES] [DVD#6 SCENE 3 (20 MINUTES)]

Couple of questions about last FI Exploration. Demo with Debra, rolling head/pelvis up/down.

Day 32 October 5, 2004

ATM Lesson #076 ~ Yvan Joly

Side bending, lifting head/leg, on side

CD#07/T11 [37 MINUTES] [YVAN'S COMBO]

Scan on back, roll to side, head on bottom arm extended overhead, extend top leg straight down, lift/lower top leg. ROB Same position on side, add top hand over top of head to hold/lift head sideways. Same position, roll head so face goes little towards floor, elbow comes out in front towards floor. Pause, take elbow back behind towards floor. Pause, return to lifting top long leg to side/to ceiling, note ease. Same position, foot of bottom leg under top knee for support, lift head w/arm wrapped over top, when head comes up, bottom elbow bends so hand can come to other hand, propped on bottom elbow, tilting top elbow forward/back towards floor in front/back.

FI Exploration #39 ~ Yvan Joly
Observe ATM movements

CD#07/T12 [22 MINUTES]

37 minutes into lesson break into partners. Observe person lifting top straight leg and several other moves, including propping head on bottom hand/elbow, tilting head forward/back. Switch roles. Rotate to another. Variation of lifting leg w/toes first then heel first. Return to elbow propped, both hands on head, take elbow forward/back, add variation of lifting leg toes/heel first. Return to simple lifting top leg to side, note change.

ATM Lesson #076 continued ~ Yvan Joly

Side bending, lifting head/leg, on side

CD#07/T13 [17 MINUTES]

Everyone returns to lesson on other side. Imagine lifting leg, hold over top of head, imagine lifting head, note breath. Imagine taking head/elbow forward/back.

Discussion #70 ~ Yvan Joly
ATM distinctions with morning lesson

CD#07/T14 [35 MINUTES]

Question box. Somatic article. Groups of 4. Large group: Question about pedagogy, strategies. Learning theme? Alicia: How did Moshe teach this ATM differently? Yvan: Each teacher teaches their own version. Moshe taught differently in each training. Title for lesson? Accordion for the mvt of the ribs. Penguin arms. Beautiful people on beach. Seesaw. Duncan: observation and awareness. Meta theme? Imagination—strategy. Bob: what we pay

attention to is individual and habitual. Alicia: organization, scanning, about amount of talking and some people listen, others don't. Key to lesson. Duncan: constraints.

ATM Lesson #077 ~ Yvan Joly

Frog legs, rolling head, pelvis, chest up/down, on back

CD#07/T15 [48 MINUTES]

On back, slide one leg up at a time via rolling the leg out. Leave R foot standing, L leg long, tilt R knee in/out, eventually tilt out all the way, allow outside edge of foot to slide and bring leg long. Rpt few times. Rpt w/other leg. Alternate legs sliding up/down. Leave legs up, roll pelvis up/down, note lower back, chest, breath. Think of rolling from chest up/down, note connection to pelvis/head. Reverse. Legs long, flex/extend ankles, rock through whole self to head. Stand feet roll head up/down to go through whole self to pelvis rolling up/down.

FI Exploration #40 ~ Yvan Joly
Demo with Joe

CD#07/T16 [22 MINUTES] [DVD#6 SCENE 4 (21 MINUTES)]

Playing with moves ATM #77, rolling chest up/down with connection to pelvis, head and belly.

ATM Lesson #078 ~ Diana Razumny

Sliding one leg back from side sitting

CD#07/T17 [50 MINUTES] [ALEXANDER YANAI #400]

Side sit, L leg back, R in front, hand on floor: Slide hands forward, L leg back, return to sit; Repeat OS; Continue, leave L leg back, roll leg, heel L/R, toenails down, pelvis side/side (L/sitting) Repeat OS; Side sit, L leg back, forearms on floor in front: Extend L leg back, turn toes under, bend/straighten ankle; Leave toes standing; push, lift knee/head; ROB, repeat OS. On front, stand elbows, chin in hands: Legs long, roll legs in/out, leave heels up, turn toes under, extend; Repeat flex/ext of ankles quickly; Leave toes standing, push, lift knees, look forward/up; Side sit, L leg bent back, lean on hand in front, elbows straight: Extend L leg back several times, leave back, stand toes, push; Take pelvis L, look over R shoulder, pelvis R (to floor), look L; Add sliding L leg a little to R when looking over R shoulder; ROB, repeat OS. Return to looking R, take straight L leg to R then bend/slide knee up; Stay w/L leg extended back, look L/R over shoulders, pelvis L/R; Repeat OS. On hands/knees: Cross L knee over to floor to R of R leg, slide L leg long/back; Repeat OS. Side sit, stand elbows on floor in front, chin in hands, slide back leg back: Stay w/leg extended back, look over shoulders L/R, pelvis moves L/R; Add sliding extended leg L/R to see over shoulder; Repeat OS. Side sit, slide back leg back, slide arms forward: Lift head from floor, arms stay extended forward; Add lifting back leg.

Day 33 October 6, 2004

Moshe Video

Thinking and remembering

NOT RECORDED [AMHERST JULY 1, 1980]

Remembering jokes by telling someone immediately, and they remember the whole situation, including all senses. When pleased kinesthetically, the whole of self involved, easier to remember. If you want to remember, tell someone you like. Stories come to mind when remembering. Moshe doesn't use books or papers but can pull on 6 different disciplines. Info in a story is all interconnected. You can write it to yourself or tell it to someone, that way you recall the story of telling the person with the whole situation available. Metaphor of buoys in ocean for ships to be safe. Little difference between genius and other is very little in terms of use of self. Yvan stops video to talk about learning languages and rote learning. Kids learn to speak with grammar without having studied. We learn without learning the rules. Learning a new language as adult as taught in school is an indirect way. Kids learn to walk without knowing biomechanics. It's the same with a training program, we learn at many different levels. Back to Moshe, example of standing to lying lesson and how it was related to other lessons. Getting straight up twisting on one point versus making big arc. About the many types of calf muscles people have. Someone with a huge muscle can't necessarily jump as well as someone with thin muscle. Long thin, soft muscles can be stronger. Muscle is only as strong as it can contract. The longer a muscle is the more power it has. Explains pushing foot being stronger with the long muscle. The foot doesn't create the jump, it's the strong muscles of the leg. The foot/ankle flips at the end once the body is already weightless. Jumping, Jesse Owens wouldn't be included any more because ability has increased amongst athletes. The way people walk makes different shapes of muscles/posture. Some use calf muscles more to walk and the quadriceps are weak. Some people walk with quadriceps. A huge variety in breathing between people. Structures of breathing can be useful as exercise but not as a regular thing in everyday living. Gurus who get hit on the head in the street will change his breathing. Or, getting ticket or in sex. Yawning is a sign of bad breathing. Yawning before bed. Inferior organization if yawning in the day.

Discussion #71 ~ Yvan Joly

About Moshe video

CD#07/T18 [7 MINUTES]

Yvan comments on style of lecturing, all over the place, wide variety of topics in one talk. School learning has different departments, isn't an integrated way to learn. Example of a child learning everything at same time, language and behavior, etc. Being able to lie down at any moment in a training.

ATM Lesson #079 ~ Moshe video *Tilting crossed legs and triangle arms, on back*

CD#07/T19 [41 MINUTES] [AMHERST JULY 1, 1980]

On back, legs bent, L leg crossed over R, (Moshe goes off on palms to floor or ceiling. Note functional standing to have palms forward. Russian soldier, to "come to attention" is said by saying, "bring your thumb to seam of pants". Minor's use of hands/arms. The flexors are stronger than extensors that during rest the tonus is high in flexion. Ideal is non existent. Example of Twiggy as ideal and Venus De Milo as not. Paying attention to many things at once is daily life.) Tilt legs L, think of the last phrase he said. The way you do is more important than what you do. Stay to L far as is comfortable and stay (most people go less than 45 degrees to be comfortable although spontaneously people will go very far, past comfort.) Leave R arm behind and then allow R arm to come along. Take R straight arm to ceiling from side when legs tilt L. Slide L palm on floor overhead as legs tilt L, lift head to see L hand overhead. Return to just tilting legs L, note change. R arm/hand to L knee. Stop breathing without holding breath. (What's the difference - allowing breath or breathing with purpose or technique? Holding breath and not breathing is different in action than in words) Legs crossed, L over R, palms together, triangle arms straight out in front, tilt knees and triangle arms to L/center, all together. Stop when you start to hold your breath. Imagine plane of glass between hands and leaning on L knee so everything stays together as you tilt L/center, head included. (tiring to do something you can't do) Stand and feel after doing so little.

Discussion #72 ~ Yvan Joly

Moshe's video and style

CD#07/T20 [33 MINUTES]

Talk about video and Moshe's teaching style. Moshe had a kind of authority. We don't copy his style exactly but the style of bringing people out to the method rather than giving it to them. Our style is taking care of you more, moving you along. We don't call people idiots. Creating autonomous thinkers may need more demanding environments. It's not the movements, it's how you frame it. Moshe weaves many levels during lesson. You have rapport for the method, not for the teachers. Yvan's relationship to Moshe was paradoxical. Our commitment as staff to keep pedagogical tension. Educational director has to hold the tension. Some times we have to hold to the method and the learning tension and sometimes it's not easy as a student. Nobody is learning the same thing during the day or lesson. Everyone does something different in the movement and learn different things. Gyana: how could a teacher who rubs you the wrong way teach you anything? When environment isn't user friendly you rise to the occasion. If you are a learner you can learn from things you dislike or disagree with. Example of Moshe

threatening to kill. Gyana: nurturing is a part of it. Yvan: but it's not enough. Miscommunication is predictable between people who don't like one another. Example of tight jaw is a state for being critical. Example of working w/Joe yesterday, a rapport can make possible what looks more direct or challenging. Rogerian psychology. What brings you out for learning can be not only nurturing. Story about actor friend who told Moshe he admired him and Moshe said, "Admiration is important but it's not the most important." The person went away not admiring him so much and realized it was what he needed. Heidi: Do we learn without knowing what we are learning? Is it important that we know what we are learning? When walking, can't know everything about it consciously, we use our whole self but don't have to know everything about it. August: Competing with myself and acknowledge that I'm responsible for missing my FI. Yvan: when you are learning something you don't have to like it, just have to have enough interest, curiosity. A lot of what we don't know raises anxiety and doesn't feel like home. Ayesha: does the "why" change, why we are doing this? Yvan: it always changes, not a definite enlightened "why". Small steps towards enlightenment without arrival. The function of the brain is to make meaning, making meaningful relationships. Making sense is a way to keep moving. Gyana: clarify Moshe's instruction of stop breathing but don't hold breath. Yvan: example of presenting an opportunity to learn. Our learning is proportional to the amount /ability to sustain the fact that you don't know, being comfortable with not knowing. If you know the function of the brain is to make meaning then you don't have to make meaning.

ATM Lesson #79 continued ~ Moshe video

Tilting crossed legs and triangle arms, on back

CD#07/T21 [34 MINUTES] [AMHERST JULY 1, 1980 AM]

On back, knees bent, L leg crossed over R, triangle arms in front, tilt knees L, leave arms to ceiling, take eyes L with knees. Leave knees standing, fix eyes forward, move arms L then leg eyes go with hands; add knees moving L also. Take head R, eyes follow hands still w/legs. Tilt everything L, take back of head to R/down. On L side with same configuration, take head back, add taking pelvis back like back of head and tail come together behind you, hands go away from knees. Return to back w/everything, roll everything to L. Pause, forget everything you know about breathing, don't do what you think breathing is without holding your breath. Tilt everything L again. Take eyes R; take arms/head/eyes R, knees standing. Pause, return to tilting knees L, note ease. Triangle arms, tilt arms/legs L, return to center with everything at same time. Pause, looking at woman's improvement. Legs crossed, embrace self, L hand under R armpit, R hand to L side, roll side/side by hands pulling on shoulder blades, quicker, legs/pelvis aren't doing the movement.

Community Meeting ~ Staff - not recorded

ATM Lesson #80 ~ Yvan Joly Rolling chest, head, pelvis up/down, on back

CD#07/T22 [28 MINUTES] [YVAN'S]

On back, bend knees, stand feet, roll chest down/up; add hands on lower edge of ribs and pull ribs up to go along with rolling chest up; add thumbs on cheek bones, pushing up with rolling chest up. Add rolling pelvis up/down w/the rest. Use feet to pull down through whole torso. And then push from feet up, feeling movement up through whole of self. Stopped for demo with Elsa. Return to ATM, push/pull from feet to oscillate.

ATM Teaching #5 ~ Yvan Joly Describe movement and noticing

CD#07/T23 [8 MINUTES]

Groups lie with heads together, describe movement from ATM and something to pay attention to.

FI Exploration #41 ~ Yvan Joly Demo with Michela

CD#07/T24 [30 MINUTES] [DVD#6 SCENE 5 & DVD#7 SCENE 1 (29 MINUTES)]

On back, legs standing, placing legs and putting force through legs to find placement where force can go through skeleton and legs can stand in a stable position. Michela pulls on edge of table (or carpet on floor) to roll pelvis down and up. Finding right height for head to rest. Hands on armpits to roll chest up and down and to have pelvis respond to the movement. Pushing through skeleton from 1st thoracic vertebrae. Lifting head and pushing through torso from head. Rolling person from head to finish.

Day 34 October 7, 2004

ATM Lesson #081 ~ Diana Razumny

Tilt and twist, side sit and recline side sit

CD#07/T25 [52 MINUTES]

Side sit, feet to L: Lean on R hand, L on top of head, side bend. Repeat, OS. Lean on R elbow: L on top of head, side bend. Repeat, OS. L hand/arm to ceiling, watch hand arc back; Leave arm back, return head/eyes to front. Return to head/eyes/arm moving together. Repeat OS. Face ceiling, L hand behind head, lift head, look at R knee/foot. Return to circling L arm back, watching hand, knees lift/tilt. Repeat OS. L hand on chin, elbow to ceiling, arc elbow back, knees lift/tilt. Side sit, feet L: Lean on L hand, R on top of head, side bend. Lean on R hand, L on top of head, side bend. Repeat OS

ATM Teaching #6 ~ Diana Razumny

Constraints

CD#07/T26 [47 MINUTES]

Discussion in large group. Handing out bare bones notes. Clarifying hard/soft constraints in the "tilt and twist" ATM. Hand on top of head, tilting to side in side sitting. Groups of 4: Use and explore the use of constraints, two people observe other two when they actually do the constraint compared to when they don't. Return to large group to share findings in small groups. Clarifying the exercise for small groups.

ATM Lesson #082 ~ Moshe video Tilting crossed legs and triangle arms, on back

CD#07/T27 [98 MINUTES] [AMHERST JULY 2, 1980 AM]

Recall yesterday's lesson of tilting crossed legs, triangle arms tilting with head/eyes. Remember and do a few times, exploring a little all things you remember. Cross R leg over L, tilt legs R, little quicker. (Story about Speransky and study of complimentary reaction of an injection on one arm showed up on the other arm in a reverse coloration. How the brain works and the two sides.) R leg over L, tilt R, keep going, L arm across chest to R, (talk of leaving arm behind versus bringing it across the chest. Talk of variations, basketball players, dwarfs, eyesight, speed of running. Primitive functions don't vary much. Compare Moshe with Bach's musical ability is a much wider variation than the primitive functions.) R leg crossed over L, triangle arms, tilt arms/legs opposite directions, add moving eyes w/knees. (more talking) Return to tilting crossed legs, note eyes, quality. Triangle arms/crossed legs tilting to R side, stay on R side, L arm straight up to ceiling, make a circle like fingers are going around dial of

clock. Change where the clock is to lying on floor w/12 o'clock behind back of head. Then clock on ceiling again. Several changes of clock orientation. (Story about reading book from any direction) Makes connection with movement in ATM lesson of moving eyes opposite direction of knees tilting. Just like the Bedouin children learning to read the book by sitting around the one book when they are learning to read, just like changing position in the training room. Moshe's assistants thinking they have an original idea when they in fact learned from him. Feeling superior or just an ordinary human being. Like stealing from the church, there's plenty more where it comes from. Little break then resume lesson. R leg crossed over L, triangle arms, tilt legs R, arms L, head/eyes differentiated. Go through variations you can remember, looking for quality and then drop the "restrictions" and let everything move together. Go back to rolling everything to R, tilting the crossed legs and triangle arms and back to center. Keep same configuration and tilt everything to the L. Go side/side. Switch the leg crossing, tilting side/side, allow hands to slide a little. Go back to keeping palms together and then without that restriction. Legs long, take triangle side/side, turn into a whole group movement. Do all together quickly. Move just pelvis side/side, increase movement so hands/arms go overhead when on side. Continuous rolling all together one direction then the other.

Discussion #73 ~ Yvan Joly Movement learning theme, meta theme, differentiation & constraints

CD#7/T28 [43 MINUTES]

What is the learning theme and meta theme of the cross leg lesson from Moshe's? Frank: about spiraling. Joe: about counter balancing. Joe demonstrates how he did it. Yvan used as way to explain about lesson and differentiation. Series of constraints creates environment so that you have to learn to do something new, move in a new place or way. Movement reference - tilt legs. Movement theme is twisting. Mary demos tilting legs crossed and uncrossed. What's the difference? Crossing the legs is a constraint that takes the movement of the hip joints out of the picture. The triangle of the arms is like an analogous configuration for the shoulder girdle similar to the crossing of legs to roll pelvic girdle. Not bending elbow is a hard constraint. Rolling everything to R is an undifferentiated movement. When return to just legs tilting and the constraint taken away, you stop holding in the chest so the reference movement is now larger, easier, smoother, etc. Duncan demo his strategy of using head to counter balance. Lethe: how do you know if you are cheating? You won't unless the teacher catches you but it's ok to do the research. Mary again: taking arms/legs opposite direction, keeping head w/hands then differentiate eyes to opposite direction. Overall objective in FM is that movement is distributed throughout the whole body proportionally

to the degrees of freedom possible in that part.
Proportional distribution so big muscles doing more work, small muscles smaller amount of work, the joints that move more do and smaller range of the joints with less. Thalia: How does the NS recognize habitual movements? You have them voluntarily do what they are already doing or exaggerate it.
Uncommon Therapy – book of Milton Erickson's work, by Jay?. Story about case of man washing hands. In FM, you become aware in action. We create a variation. *My Voice Will Go With You* by Milton Erickson. Charlotte: turning or twisting? Yvan: improving twisting by using turning.

ATM Teaching #7 ~ Yvan Joly
Forming groups for teaching next week

CD#07/T29 [4 MINUTES INSTRUCTIONS]

Groups of three dividing ATM lesson picked from Segment 1 to each teach 1/3 of lesson next week.

Day 35 October 8, 2004

ATM Lesson #083 ~ Diana

Razumny

Coming to side sit from front

CD#07/T30 [60 MINUTES] [DIANA'S VERSION OF CHLOE SCOTT/VIENNA -ANOTHER SOURCE: MIA SEGAL/SANFRAN JULY 27,'77]

Lesson starts with 5 people standing in circle facing each other, review lesson from first week, flopping knees to side, going from standing to lying on back. On front, knees bent: Face to one side, tilt lower legs side/side; Change face side/side while legs tilt; Forehead on back of hands, lift bent knee, OS; Lift knee, direct foot up/other side; Add looking over shoulder of lifting knee; Continue towards side sitting, one hand still on floor; Cont, hands behind, flip knees to other side, reverse; Review/imagine OS. Do few, alternate side/side. On back, go back to tilting bent knees, rolling up to sit, flip knees. OS, go down to back. Ended with blending lesson of lying on back, coming to sit

ATM Teaching #8 ~ Yvan Joly

Describing movement and what to notice

CD#07/T31 [28 MINUTES]

Four people lie on back w/heads together. One by one, go around circle, describe the same movement and add your own noticing question. Yvan gave what the movements would be. Some of the movements: On back, knees bent, hands interlaced behind head, lift head, leave lifted and roll pelvis up. Soles of feet together, knees open to sides, roll pelvis. Repeat, add hands behind head, head lifted. Feet standing, roll chest up/down.

FI Exploration #42 ~ Yvan Joly

Sliding foot up to standing from foot

CD#07/T32 [40 MINUTES] [DVD#7 SCENE 2 (25 MINUTES)]

Demo with Frank: Starting with foot, twisting at toes and bones of foot. Use of roller under calf to easily bend knee out to side from holding at foot. With Debbie: showing what happens when joints are really loose. Intention is to give person feeling of bringing foot to standing with ease.

Day 36 October 11, 2004

ATM Lesson #084 ~ Diana

Razumny

Pushing hip backwards, read from AY#335

CD#08/T01 [54 MINUTES] [ALEXANDER YANAI #335]

Read from Alexander Yanai transcripts to demonstrate ATM teaching by reading. Simple movement instructions with a lot of noticing and awareness guidance. Sound was pore plus the rain was pouring down on metal roof and coming through the skylights and it was cold so we had the heater noise as well. Lesson was sitting, soles facing each other, not touching, R hand on R hipbone, directing hip backwards, rounding back backwards, taking head/face forward, not down. Variation with jaw coming forward. Near end was a lifting of the arms.

Discussion #74 ~ Diana

Razumny

About ATM Lesson

CD#08/T02 [17 MINUTES]

Shared experiences of being read to. Wide variety of experiences. What was the meta theme? What was the movement learning theme?

FI Exploration #43 ~ Diana

Razumny

Finger tips along spine while rounding back, sitting

CD#08/T03 [31 MINUTES] [DVD#7 SCENE 3 (22 MINUTES)]

Partners, observe person sitting on table, from side, doing movement of rounding back backwards, bringing face forward. Bring fingers to sides of each vertebra to give a little resistance for the person to press against and feel/clarify each vertebra. Return to observing to see if shape of movement changed. Some skeletal demo between partners.

ATM Lesson #085 ~ Yvan Joly

Rolling arms/soft fists up/down #1, on back

CD#08/T04 [39 MINUTES] [AMHERST JULY 2, 1980]

On back, feet standing, arms straight out to sides at shoulder height, make soft fist, roll arms down, lift head, look down between legs. Roll arms up, lift pelvis, feet connection between two moves. Switch arms rolling down when pelvis lifts. Roll arms down, lift head. Switch to rolling arms up when head lifts. Return to rolling arms down, lifting head, rolling arms up, lifting pelvis. Alternate lifting pelvis/head, rolling arms up/down. Switch arms to roll opposite while lifting/lowering pelvis/head. Return to only rolling arms both up/down, note elbows/shoulders, note

chest/sternum. Come to standing, maintaining sense of whole self. Look around the room. Look at someone with your whole self

FI Exploration #44 ~ Yvan Joly

Standing the leg, rolling ribs up/down

CD#08/T05 [42 MINUTES] [DVD#7 SCENE 4 (38 MINUTES)]

Demo with Ayesha: Standing the leg. Picking easier leg to stand. Second time standing her leg. Pushing from armpits upwards and downward. Pushing on ASIS on pelvis and hint down towards her feet by rolling the pelvis and then roll the pelvis upwards. Then back to armpits pushing downward and upwards.

ATM Teaching #9 ~ Yvan Joly

Practice in trios

CD#08/T06 [1 MINUTE INSTRUCTIONS]

Simple instructions in few minutes. Practice with your group for Wednesday and Thursday ATM teaching.

Day 37 October 12, 2004

FI Exploration #45 ~ Yvan Joly

*Standing the leg, rolling ribs
up/down, guided*

CD#08/T07 [32 MINUTES]

Sitting at head of person lying with feet standing, arms straight out to sides at shoulder height and roll soft fists. Person touching just follow along with arms at armpits. Person sitting, lift head, hold and follow while person lying rolls arms up/down. Person sitting, come to side of lying person's pelvis, hands on front bones of pelvis follow along while person rolls arms up/down, notice if pelvis is involved. And then actively roll their pelvis with your hands to clarify the movement there. After pause, return to hands on pelvis, roll pelvis up/down. Notice if feet/legs need rearranging.

Discussion #75 ~ Yvan Joly
*Questions about FI practice and
giving feedback*

CD#08/T08 [47 MINUTES]

Demo with Jincey after her question about not being able to stand her legs symmetrically. Importance of midline. Midline will usually aim towards standing leg. Usually will stand the non-standing leg first, which is farther away from the midline. These are guiding principles in observation. Always exceptions. Question of each leg standing differently. Can equalize by using roller under knees instead of fully standing both legs. Strategy of having students do the movement that they are already doing unconsciously so they can feel the holding and movement. Question of giving feedback while practicing in class. Demo with Michelle. Role of student is to say when it doesn't feel good. Yvan does things that aren't so comfortable and Michelle finding way to communicate about it. Continued examples of un-useful feedback and conversation. Say what's true for you without hurting the person's feelings. Sue's question about way of using hands in armpits. Demo with Alicia without video. Showed possibilities of working from armpits, ribs, upper arms to think about rolling chest up. Then rolling her from the pelvis. Can change position to stand facing feet to roll pelvis down. Duncan: do we stop and wait for perceivable changes? Yes, look for minor changes. We make proposals and wait to see what happens. We've been looking at the connection to pelvis from rolling ribs so can look for that.

ATM Lesson #086 ~ Yvan Joly
*Rolling arms/soft fists up/down #2,
on back, sit, kneel*

CD#08/T09 [46 MINUTES] [AMHERST JULY 2, 1980]

On back, stand feet, arms straight out at shoulder height with soft fists, roll arms up/down, note pelvis.

Roll arms down, hold. Roll one arm up, one down. Note head, towards arm rolling up/down? Try both ways. Tilt legs side/side, explore combinations of direction legs tilt with direction of head and arm rolling. Sit, legs symmetrical, arms straight out to sides, roll both arms up/down. When arms roll up, look up w/head, roll arms down, look down. Switch, roll arms up, look down. Repeat, add differentiating eyes from head. Lean on hands, feet standing, tilt legs side/side. Add arms out at shoulder height, roll one arm up, one down, let legs tilt side/side, look side to side. Which side do you look? Kneel on knees, repeat arms both rolling up/down, head going with. Alternate rolling one arm up, one down, note direction of head, weight on knees. Add walking on knees a little. Kneel on R knee w/L foot standing, R arm forward, L back behind both at shoulder height, roll arms up/down, looking towards one hand, switch direction of head. Same kneeling, lean on R fist down on ground, L arm straight up to ceiling, roll both arms up/down. Switch legs, repeat. Stand arms out to sides, roll arms. Switch so one arm is forward, one leg forward, lunge forward like in fencing.

ATM Teaching #10 ~ Yvan Joly
Practice teaching in trios

[NO RECORDING]

FI Exploration #46 ~ Yvan Joly
*Breathing volumes with hands on,
guided*

CD#08/T10 [43 MINUTES]

Everyone on the floor. On front, arm on face side up, back of head side down. Divide belly into lower/upper. Notice lower abdomen and breath. Move up/around to "upper" belly. Divide chest into upper/lower, note the breath there. Breathe once from lower belly, inhale/exhale then once from upper belly. Breathe in lower belly, hold it there and move the volume up/down between lower/upper belly. Play with and move between volume in upper/lower chest. After exploring, 1/2 of class sit next to a partner, watch breath, place one hand on area where you see most of the movement from the breath. Which breathing volume is the movement? Place other hand near the hand that is already on them. Leave first hand where it was and move the other hand to another place. Progressively move to areas that were not so involved in the breathing.

ATM Lesson #087 ~ Diana
Razumny

*Circling triangle arms in side
sitting*

CD#08/T11 [40 MINUTES] [ALEXANDER YANAI #113]

Side sit, feet L, hands interlaced, triangle arms, shoulder height: Take head/triangle around to R; Leave triangle R, turn head back to front; Return to everything turning R; Leave triangle to R, face

forward, circle nose; ROB, repeat OS, non-habitual interlacing; Stay w/triangle turned R, circle arms; Make square; return to circling w/arms angled up; ROB, repeat OS. Return to triangle to R and a bit pointed up, make square; Repeat OS. Return to everything turning together to R; Add moving head R/L opposite arms; Stay w/arms to R, take head/arms up/down in opp directions; Switch to head/arms up/down together; ROB, repeat OS. Hold middle of lower L leg w/L hand, soft first w/R hand, circle arm in plane front/back. Reverse direction of circle; Repeat OS. Stand on knees, triangle arms, circle each direction, repeat w/L foot standing.

Discussion #76 ~ Diana

Razumny

Vocab-a-rap

CD#08/T12 [10 MINUTES INTRO]

Groups of 4 choose a vocabulary word and relate it to the ATM or describing the method. Can use dance, rap, sing, move, explain, associate, etc.

Day 38 October 13, 2004

ATM Teaching #11 ~ Yvan Joly
Trios teach trios plus debriefing

[NOT RECORDED]

Groups of three teach the prepared lesson to another team of three, each taking 15 minutes to create a 45-minute lesson. An hour of debriefing, teachers sharing their experience of their first teaching and students doing their lesson share what they learned about ATM teaching by being students of first time teachers.

ATM Lesson #088 ~ Yvan Joly
Rolling arms/soft fists up/down #3,
on back, sit, kneel

CD#08/T13 [36 MINUTES] [AMHERST JULY 2, 1980]

Continuation of lesson. On site notes not taken.

Discussion #77 ~ Yvan Joly
Article and bibliography

CD#08/T14 [20 MINUTES]

Ilana Nevill's article about Guy Claxton *Wise Up – the Challenge of Lifelong Learning*. Then went through bibliography.

Discussion #78 ~ Yvan Joly
Breathing mechanisms

CD#08/T15 [34 MINUTES]

Movement of lungs is dependent on moving of ribs and diaphragm. For air to come in you need to change the internal pressure. Therefore expansion of internal container will bring in air. Lungs 3 lobes on right side and 2 on left. Therefore we are asymmetrical in design.

FI Exploration #47 ~ Yvan Joly
Breathing, rolling chest/pelvis
review w/asymmetry

CD#08/T16 [20 MINUTES] [DVD#7 SCENE 5 (16 MINUTES)]

Skeletal demo. Erin demo. Same holds as yesterday, in armpits, on lower ribs and pelvis, going with any asymmetry. Rolling up/down from each place.

Discussion #79 ~ Yvan Joly
About FI Exploration

CD#08/T17 [14 MINUTES]

Day 39 October 14, 2004

ATM Teaching #12 ~ Yvan Joly
Trios teach trios plus debriefing

[NOT RECORDED]

Groups of three teach the prepared lesson to another team of three, each taking 15 minutes to create a 45-minute lesson. An hour of debriefing, teachers sharing their experience of their first teaching and students doing their lesson share what they learned about ATM teaching by being students of first time teachers.

ATM Lesson #089 ~ Yvan Joly
Diagonal pressing and lifting, on front

CD#08/T18 [43 MINUTES] [AMHERST JULY 3, 1980]

(lesson taught w/o R/L but allowing person to choose preference) On front face turned to R, arm extended overhead, lift R arm. Add lifting diagonal (L) leg. Add lifting head w/arm. Note lengthening or shortening arm w/lift. Lift leg with lengthening. Lift arm/leg/head. On back, arms overhead long and spread, feel along diagonal, press/release parts along that diagonal. Return to front, face to R again, arms overhead, return to lifting/lowering same diagonal. Eventually come to having head/arm/leg lifted, keep the shape and lift/lower alternately to create a rocking across the diagonal. Stand, noticing arms/legs. Walk, stop lift each arm to ceiling.

FI Exploration #48 ~ Yvan Joly
Lifting leg, pushing through from foot, on back

CD#08/T19 [41 MINUTES] [DVD#8 SCENE 1 (38 MINUTES)]

Demo with August. Lifting leg, take leg up/down, side/side, finding middle range. Pairs practice. Demo with Mary. Lifting leg and conversing about letting leg go. Then lifting leg and pushing through. Demo with Joe. Demo with skeleton.

Discussion #80 ~ Yvan Joly
Evaluations

CD#08/T20 [4 MINUTES]

Discussion #81 ~ Diana
Razumny

What to do between segments

CD#09/T21 [8 MINUTES]

About using transcripts. Suggested activities between segments. Workbook possibilities.

ATM Lesson #090 ~ Moshe
Video

Rolling from sitting

NOT RECORDED [AMHERST JULY 7, 1980]

No notes. Part of rolling from sitting part 1.

Day 40 October 15, 2004

FI Exploration #49 ~ Yvan and Diana

Review of Segment 2

CD#08/T22 [80 MINUTES] [DVD#8 SCENE 2 YVAN (37 MINUTES); SCENE 3 DIANA (33 MINUTES)]

Yvan demonstrated with Donna and Lisa with class helping to remember all the FI Explorations from Yvan's Weeks 7 and 8. Then Diana demonstrated with Kyle and the skeleton with class helping to remember all the FI Explorations from Weeks 5 and 6 when Alan Questel was the trainer

Discussion #82 ~ Yvan Joly

Questions and Closure

CD#08/T23 [48 MINUTES]

ATM Lesson #90 ~ Yvan Joly

Diagonal Pressing and lifting

CD#08/T24 [30 MINUTES]