

## Day 1 Friday May 30, 2008

### Discussion #001 – Alan Questel

#### Welcome introduction

CD#01/T01 [27 min] DVD#S01-1 Scene 1 [28 min]

Bear introduces. Little logistics. Alan: humor; liking ourselves; awareness; foot story; 2-3 lessons/day during years 1&2; taking care of self; FI,

### ATM Lesson #001 – Alan Questel

#### Sucking, on back & side

CD#01/T02 [48 min] DVD#S01-1 Scene 2 [48 min]

Long scan, bringing lips forward like sucking, note breathing, face, jaw, think of nourishment, suck towards L; rtn to middle; use hands to explore lips, finger or knuckle in mouth, roll onto R side, cont sucking, tongue reaching forward; cont, roll to lie on back and slowly subside; Rtn to sucking, lips farther forward and release into smile. Cont, start rolling slowly to lying on R side, stay on R side and roll head to suck towards L. Roll to back, reach w/lips up/R. Go from up/R to up/L, rtn to mid.

### Discussion #002 – Alan Questel

#### About sucking ATM

CD#01/T03 [17 min] DVD#S01-1 Scene 3 [17 min]

Nedret: uncomfortable. Natalie: relaxation. Being in the world relaxed. Marion: forgot how to suck & emotions. Jacquie: Self-conscious, breathing co-ordination, liking self/others won't. Alan: 4 things always happening – thinking, feeling, acting, sensing – change one/change the others. Changing thinking is difficult. Moshe: thinking leads to new action. Change feelings by wanting to stop them. Sensing – loss of ability to walk. Changing how we move is concrete and we can act on it. Self-image is affected.

### ATM Lesson #002 – Alan Questel

#### Lifting head, on back

CD#01/T04 [52 min] DVD#S01-1 Scene 4 [52 min]

Scan, stand feet, note comfort, explore position of feet, think of lifting head, what precedes the action?, lift head/sense weight. Interlace hands behind head to help lift: explore arm use – elbows to sides/forward, note use of eyes, to ceiling/ between knees, lower back lift/press? Non-habitual interlacing of fingers, note change in lifting head. Lift/press lower back w/head lifting. Add sucking. Hands on sternum/ribs, press w/head lift. Arms crossed on chest w/head lift, add sucking. Interlace hands under one knee, bring knee towards chest, add head lifting/sucking. Rpt OS. Hold below both knees same time, bring towards chest, add head lift/sucking. Lift head to compare to beginning.

### Discussion #003 – Alan Questel

#### About head lifting ATM

CD#01/T05 [9 min] DVD#S01-1 Scene 5 [9 min]

Marty: hips tightness. Ginny: interlacing of hands. Christy: habitual finger lacing. Natalie: eyes looking up made head lifting difficult.

### Discussion #004 – Alan Questel

#### What do you need to know/do to be in Feldenkrais Training

CD#01/T06 [22 min] DVD#S01-1 Scene 6 & 7 [36 & 7 min]

Groups of 5- 1. What you need to know to be in a Feldenkrais training program. What you need to be able to do to be in a Feldenkrais training program? Consider questions from each of the following perspectives: What you think? What you think others think? What you think we think? Be personal in your responses to these questions. Large group. Curiosity/Inquire

### ATM Lesson #003 – Alan Questel

#### Differentiation of parts and functions of breathing (Seesaw breathing)

CD#01/T07 [51 min] DVD#S01-1 Scene 8 [51 min] Source: ATM book #2

On back, legs long, notice breathing. On back, legs bent, feet on floor. Inhale by expanding chest. Expand chest without breathing. Exhale expanding abdomen (hands on mid & lower abdomen). Hold breath and alternate expanding chest & abdomen. On front, head turned to one side, hands by head. Explore various arm configurations. See-saw breathing. Explore relationship between head position and chest movement. Seesaw breathing on torso diagonals. On side, legs bent, hand

under temple. Seesaw breathing with head raised. On forearms and knees with top of head on floor. See-saw breathing with one knee closer to same-side elbow

Standing - See-saw breathing

## **Discussion #005 - Alan Questel**

### **About seesaw breathing ATM**

CD#01/T08 [11 min] DVD#S01-1 Scene 9 [12 min]

Karen: Difficulties. Marie: new expansion. Harold: Resistance to the breathing. Breath used in martial arts. Lessons affect people differently. What Alan says is not the truth. Colleen: jaw clenching when head was on the floor. Don't need to be able to do everything in a lesson.

## Day 2 Saturday May 31, 2008

### Discussion #006 – Alan Questel

#### Check in

CD#01/T09 [23 min] DVD#S01-2 Scene 1 [23 min]

Natalie: had discomfort, thought took care of self. Alan: taking care of self. Story of research of ½ people improve from strengthening exercise. Possible explanation for Natalie's experience. Alan answers Ginny's question about remembering how he described what the FM is. YouTube video of blind painter and visual cortex lighting up. Doing lessons right. Only "wrong" when hurting self/other. Lessons include several variations more/less efficient. Broaden the criteria of right/wrong. Our own structure determines – example of Alan and Harald jumping to get key hanging high. Environment – walking in sand, uphill, etc. Intension is big dictator of how we organize ourselves. Example of walking in the woods – hunting or being hunted. Activity organizes how we do something. Exercise – walk and feel what strikes ground first, most heel, try running striking heels, run on toes, walk on toes. Example of CP child walking w/heels up. Consider "what's right for you." Staying within parameters of structure of lesson.

### ATM Lesson #004 – Alan Questel

#### Elbows to knees sucking, w/seesaw breathing, on back

CD#01/T10 [59 min] DVD#S01-2 Scene 2 [59 min] Source: Amherst 1980, Year 1 (DQ)

Scan, play of attention. Stand feet, interlace hands behind head, lift R foot, bring R elbow towards R knee, knee towards elbow. Bring R elbow/L knee close as comfortable, small/quick moves of tog/apart. Pause, rtn to position, take just elbow towards knee. Pause, rpt w/just knee coming closer to elbow (small/quick). Pause, rtn to position, take just elbow towards knee slowly. Rtn to R elbow/L knee towards each other, compare to beginning. Stay w/ elbow/knee tog and make small/quick moves. Add sucking. Rtn to org mvt, R knee/elbow together, compare to beginning. Alt R elbow to R/L knees. Rpt whole sequence on OS. Attn to breath, hand on belly/chest. Inhale/expand belly. Switch to inhale/contract belly. Add chest sinking. Rtn to inhale, expanding chest. Seesaw breath – inhale/expand chest, exhale/expand belly. Cont the movement of volume chest/belly independent of the breath. Interlace hands behind head, small move of R elbow/knee come tog/apart while imagining they touch. Stay w/elbow/knee near, roll side/side, add head/eyes initiating, then pelvis. Rpt position, non-habit interl, roll L/R, initiate from different places. Rpt seq OS. Sit, feet standing, arms crossed, holding behind opp thigh, round backwards, keeping feet on floor, eventually let one foot come away from floor, compare to other foot coming away, chin stays towards chest. Pause, allow both feet to come away from floor, roll back only as far as can and still return. Pause, sit, cross arms again, holding behind legs, round/roll back, lift legs higher as go back. Sit, interlace hands behind R thigh, L leg long, round/roll back, rtn. Rpt OS. Explore chin towards chest. Sit, cross arms, hold behind opp leg, roll back, note where loose control or effort. On back, hands behind head, stand feet, R elbow/knee towards each other, rpt w/L knee then L elbow to each knee. Stand, interlace hands bhnd head, elbow to knee, each side, opp knees.

### Discussion #007 – Alan Questel

#### About elbows to knees sucking ATM

CD#01/T11 [9 min] DVD#SS01-2 Scene 3 [9 min]

Natalie: Keeping eyes closed? Jacqui: open eyes made self-conscious and wondering about doing it right. Barbara: side bending in lesson and rolling onto one elbow for leverage? Ginny: leg lifting. Alan: following internal sense.

### FI Exploration #01 – Alan Questel

#### Quality of touch/moving elbow, guided

CD#01/T12 [52 min] DVD#S01-2 Scene 4 [58 min]

On back, note places feel more present/inhabiting, more recognizable. Choose a place and introduce movement there. Bring hand to the place, change positions if needed. Obsrv quality of touching self there. What part of the hand? Touch more at surface. Does that chg part of hand you use. Switch from being on surface to giving support or having connection. How's it different? What part of hand gives support? ROB, note place now. Sit, use hand to explore opposite elbow/arm, provide support. Think of being on surface then connection/support. Hold same elbow, elbow passive, hand moves elbow, start feeling into shoulder/back/chest. Move yourself via elbow. Pair up, one person lie on side, other sit behind and obsrv breath. Rest hands on place see breath. Person being touched, note exp. Note own comfort and adjust if not. Could you move them w/hand as is, chg if need. Use your whole self, not just your arms. Place your hands somewhere else, somewhere your hands conform to the shape of your partner's contours. Move them from there, feel how they move. Change roles. Sit. Hold your elbow/arm. Move yourself from there. Is that different? Discuss your experiences with each other.

## **Discussion #008 – Alan Questel**

### **About FI exploration**

CD#01/T13 [7 min] DVD#S01-2 Scene 5 [8 min]

Nedret: awkwardness and awareness in hand. Colleen: chose same place. Harald: More curiosity when touching partner than with self. More pleasure when being moved. Monica: thinking of whole hand. Christy: using her whole body to move changed how partner moved. Alan: the way we think of ourselves and someone else's movement. Relaxed. Resistance is different from someone not moving or being relaxed. Then there is "how they move" relative to my skill of moving them. Where to touch can be a question – won't be touching genitals & breasts. Gail: ? Alan: Outside of language. Question of intimacy and the right way. We assume the other will like what we like. When things are open ended we wonder what is right. Developing inner authority.

## **ATM Lesson #005 – Alan Questel**

### **Elbows to knees crossed arms, sitting to lying w/seesaw breathing, on back**

CD#01/T14 [49 min] DVD#S01-2 Scene 6 [50 min] Source: Amherst 1980, Year 1 (DQ)

Sit, feet standing, hold behind R thigh w/R hand, L w/L, start rolling back, rtn. Rpt, note head/chin/eyes, play with pushing through heel to come up to sit. Same position except have cushion of air between hands/thighs while going up/down, sitting to lying. Rpt w/arms crossed, hands to opp thigh. Cont w/air cushion between hands/legs. Sit, soles tog, hold ankles w/hands, roll back/up again. On back, hold behind thighs w/crossed arms, lower legs dangling, lift head, w/o momentum come to sitting. Feel for timing, pushing through heels, straightening legs to bring you up w/o momentum. Hands behind head, feet standing, bring elbow/knee together on same/opp sides. Compare to before (last lesson) Sit, feet standing, interlace hands behind head, hang forward so L elbow is between legs and squeeze elbow w/two knees. Rpt position, L elbow between knees, lift/lower L foot to slide L leg along L arm. Same position, leave L elbow hanging, alt bringing knees to elbow. Leave knees and take L elbow to L/R knee, leave elbow touching one knee and bring them back to middle. On back, stand feet, bring knee/elbow tog to compare to beginning. Sit, feet stand, hands behind head, bring elbow between knees, alt L/R, which is easier, leave one between knees, squeeze elbow w/knees. Bring R elbow between knees, scoop forward/up, rpt. Bring both elbows btwn knees, squeeze elbows w/knees, then scoop both elbows forward/up. On back, hold opp thigh w/crossed arms as before, lift head, lengthen legs down/away, roll to sit. Sit, feet standing, R arm btwn legs, R arm under R leg, take hand towards ceiling, slide hand around on floor to R foot, R buttock, palm up/down. Rpt OS. Rpt w/both hands. Sit, stand feet, hold opp thigh, round back, rtn, legs lengthen as you come to sit, knees bend as you go back. On back, hands bhnd head, elbows to knees, opp/same side.

## **Discussion #009 – Alan Questel**

### **What is learning?**

CD#01/T15 [44 min] DVD#01-2 Scene 7 [64 min]

Groups of 4 discuss what learning is and how do you know when you have learned something? Large group discussion. Ginny: if you can teach it you've learned it. Natalie: not frozen, have to come to it fresh. Karen: continuously changing. Gail: opinions and definitions. Monica: do you have to remember something if you've learned it? New question: how do you learn how to learn? Small groups then large group again. Harald: depends on environment, safety. Nedret: challenge. Alan: shocking randomly learn but compulsive. Jacquie: Educate definition – drawing out. Natalie: curious and following pleasure. Marie: attention.

## Day 3 Sunday June 1, 2008

### ATM Lesson #006 – Diana Razumny

Some fundamental properties of movement (Lifting arm and leg in X position, on front and back)

CD#01/T16 [61 min] DVD#S01-3 Scene 1 [62 min] Source: ATM Book #3

On back, limbs in X: Raise right arm. On front, limbs in X: Raise right arm. Limbs in X on back: 1. Raise right leg 2. Raise right arm 3. Alternate raising leg and arm. 4. Raise arm and leg together. On front, limbs in X: 1. Raise right arm and right leg together 2. Explore affect of head position on limb raising 3. Allow head to lift 4. Explore effect of exhaling to raise limbs. On back, limbs in X: 1. Raise right arm and right leg together 2. Allow head to lift 3. Explore effect of lengthening arm and leg as you raise them 4. Explore effect of exhaling 5. Attend to timing of arm and leg – lift and return to floor at same time. Raise right arm. Is it lighter? Standing. Feel differences. Walk, feel differences Repeat all steps on left side. On back, legs long. How do you like yourself now? Sense shape of torso, limbs. Sense connection of limbs to torso.

### Discussion #010 – Diana Razumny

About lifting arm and leg in X position ATM

CD#01/T17 [14 min] DVD#S01-3 Scene 2 [14 min]

### ATM Lesson #007 – Diana Razumny

Turning eye clocks with sucking

CD#01/T18 [64 min] DVD#S01-3 Scene 3 [65 min] Source: Amherst 1980, Year 1 (DQ)

Scan R/L sides: breath, face, mouth, corners of mouth, smile. Suck, How? where/how begin: tongue, lips, cheeks, neck. When stop, feel corners of mouth widen, move apart towards smile. Allow corners to widen towards smile – what parts of your face gets involved when you just begin to think/imagine smiling – eyes, nostrils, diaphragm. What is the internal sensation of a smile that brings a smile on your face. Bring corners of mouth closer together, lips forward, suck Roll head to side corner of mouth is back: Quality? Track chin, back of head. Whole Self event. Liking self. Hint of Smile. Rpt OS. Stand feet, explore positions. Hands in front of face, wrists limp, fingers dangle: lower hands to face. Rpt, fingertips touching in diff places. Start with soft curled fingers, lowering hand/arm more/more, gradually fingers unfold, palm opens, more of hand touches face, eventually the whole hand and explore face. Add sucking, as hand explores face, note speed of sucking if chgs. Pause. Stand feet, hands in front of face, knuckle on side corner is back more. Slide knuckle from corner along cheek towards ear, note response. Allow head to roll so mouth can follow knuckle, knuckle in mouth, suck. Bring head back to middle by bringing hand to mid, suction on knuckle. Rpt. Sense eyeballs, L eye, move eyes up/down, sense L eye movement. If asked, look up/down w/L eye, how different? Imagine clock in front of L eye. What size clock? How far away. Saucer, few inches away. L eye looks to 12/6;11;7;10;8;9 – ½ circle 12/6 on L side. Rest note sides, face. Hold legs below knees with hands, feet dangling, knees wide, bring R knee closer to chest then L to compare movement in hip joints leave knees up/wide, dangle hands in front of face, Slide L knuckle from L corner, along cheek towards L ear. Reach, search w/lips/mouth to suck on knuckle, hand rolls head to mid. Cont, whole self rolls L as result of head rolling L, rtn few x's, ROS. On L side, suck L index knuckle, pause. Rpt L eye clock circles Search for L knuckle to suck, start rolling head R, whole self, end on back. ROB, note sides, breath, face, space around to L, light/dark, color texture. Roll head L, note quality, through whole self. Eyes closed, cont to sitting. Note sides in sitting, eyes closed. Bring L knuckle to L mouth/cheek/ear, reach w/lips, suck, guide knuckle up/L, dwn/L, feel reaching through whole self to stay attached w/mouth. Sit w/R leg back, L in front, guide knuckle around to L, mouth stays attached to knuckle, moving hand/arm all around, feel through whole of self. Sit symmetrical, eyes closed, attn to L eye, ½ circle around L side of clock, Radiate out to numbers on L side of clock. Stop sense sides, eyes closed, come to standing, imagine something to L want Start to turn L towards it, feeling whole of yourself. Explore/compare to R. Turn around self/walk to L, then R, note weight in L/R foot.

### Discussion #011 – Diana Razumny

About turning eye clocks with sucking ATM

CD#01/T19 [17 min] DVD#S01-3 Scene 4 [17 min]

Some students uncomfortably, irritated, some happy, acceptance. Many reactions to the sucking and also to the eye movements.

## **FI Exploration #02 – Diana Razumny**

On side, moving shoulder or hip from behind, guided

CD#01/T20 [52 min] DVDS#01-3 Scene 5 [65 min]

Dyads. Student lying on side. Practitioner behind, observe breath, not shape/curves, place hands where attracted, note own comfort. Move person from where hands are placed, choose 2<sup>nd</sup> place and think of 1<sup>st</sup> while moving person. Practitioner comes to front of student. Top arm resting in front of face. Practitioner lift wrist with thumb and middle finger in ring around wrist. Lift elbow, lift arm, pull/push to move person towards/away.

## **ATM Lesson #008 – Diana Razumny**

Coordination of the flexor muscles and of the extensor muscles

CD#01/T21 [38 min] DVD#S01-3 Scene 6 [38 min] Source: ATM Book #5

On back, stand feet, cross R leg over L, tilt legs R: Exhale as tilt R, inhale bringing back to middle.

Feet standing, palms tog, arms straight in front form triangle: Take triangle L, keeping shape. Cross R leg over L, tilt R, note change. Cross L leg over R, tilt L, compare to R side: Repeat leg tilts to L with exhale, inhale on return.

Triangle arms, take to R/mid: Note feet/legs, head; Arms down, return to L leg crossed, tilting L, note chg

R knee crossed over L, interlace hands behind head, lower legs to R and leave: Lift/lower head forward, note what presses back; Chg leg crossing & finger interlacing, rpt. Stand feet, interlace hands behind head, lift head. Feet standing, L hand on R ribs under pit, L hand on R shoulder: Roll R/L, rocking, shoulders lift; Chg arm crossing, rpt. Hug self again, feet standing: Eyes/head fixed, rock L/R w/shoulders; Cont, allow head to move; Allow head to move, keep eyes fixed; Pause, rtn, roll head opp shldrs; Cont, keep eyes fixed. Cross R leg over L, lower legs R, note chg, Chg over legs, rpt.

## Day 4 Monday June 2, 2008

### Discussion #012 – Alan Questel

#### Emotions, development explorations and practicing sensation

CD#01/T22 [46 min] DVD#S01-4 Scene 1 [46 min]

Students shared about feelings. Natalie: about length of day. Alan: Attention. Comparing to Zen meditation retreat. Voicing concerns is important. Monica: feedback. About giving positive feedback. Developmental movements/processes. Feelings/emotions – set of sensations within a particular context. Shift in context. We are practicing sensation. We aren't looking for catharses. Practice sensation out of context, then move back into context and sensation is heightened. We shift the threshold of our ability to sense. Emotions and memories come up when practicing sensation

### ATM Lesson #009 – Alan Questel

#### Lifting and translating head, on front

CD#01/T23 [61 min] DVD#S01-4 Scene 2 [63 min] Source: Amherst 1980, Year 1 (DQ)

On back, legs bent, feet on floor, roll head. On front, legs long, hands beside head. 1. Sense shape of legs. Compare. Rearrange one leg to be like other. 2. Sense head position. 3. Explore different head positions. Compare, sensing shapes. Forehead on floor. Raise head to look up and out. Open eyes. Visually mark extent of lift. Legs long, head to left, with left hand opposite face. Translate head towards left hand: (a) lips to hand (b) chin to hand (c) forehead to hand. Thumb and head connected via sucking, translate L and R. Connections with ribs, spine and pelvis. Repeat whole exploration on other side. Lift head and move eyes in opposite direction. Lift head.

### Discussion #013 – Alan Questel

#### About lifting and translating head ATM

CD#01/T24 [8 min] DVD#S01-4 Scene 3 [9 min]

Different people have different responses. Danger in naming lesson. Not about a part, more about an activity. Could say it's for extension or looking up.

### Discussion #014 – Alan Questel

#### Moshe video and what is health

CD#01/T25 [76 min] DVD#S01-4 Scene 4 [72 min] Source: Amherst Talk on Health

"We deal here with health and not the disease. ... What is health?" Discuss what is health. Groups offer outcomes of their discussion. Three definitions of health: 1. Being able to think your own thoughts/original thinking 2. Health is a measure of how quickly a living system can recover from a perturbation 3. Health is the ability to live your vowed/unvowed dreams; to do what you really want in your life. Discuss Moshe's definitions of health. Groups offer outcomes of their discussion. If health is defined as the ability to recover, then the measure of a person's health can only be determined after the fact, in hindsight.

### Discussion #015 – Alan Questel

#### Short biography of Moshe

CD#01/T26 [6 min] DVD#S01-4 Scene 5 [7 min]

### ATM Lesson #010 – Alan Questel

#### Exploring habitual and non-habitual, hands, arms, legs, toes

CD#01/T27 [41 min] DVD#S01-4 Scene 6 [41 min] Source: Amherst 1980, Year 1 (AQ)

Sitting on floor. Interlace fingers in habitual, then non-habitual way. Sense differences. Sense self. Sit on floor. Habitual/non-habitual finger interlacing 1. Changing which thumb is uppermost, and shifting all fingers. 2. Different hand orientation – palms/fingertips facing torso. On back. Habitual/non-habitual finger interlacing 1. Changing which thumb is uppermost, and shifting all fingers 2. Arms crossed, palms facing each other 3. Habitual/non-habitual arm crossing. Sitting with legs crossed. 1. Habitual/non-habitual leg crossing (a) lifting feet from floor; (b) moving one leg (c) keeping feet on floor. 2. Combinations of habitual/non-habitual arm and leg crossing. 3. Combinations of habitual/non-habitual finger interlacing and leg crossing. Interlace fingers in habitual/non-habitual way. How is that now? Standing. Walking, interlace fingers in habitual/non-habitual way. 1. In front of self, behind self.

## Day 5 Tuesday June 3, 2008

### ATM Lesson #011 – Diana Razumny

#### Differentiation of pelvic movement by means of an imaginary clock

CD#01/T28 [52 min] DVD#S01-5 Scene 1 [52 min] Source: ATM Book #6

On back, legs long. Notice places where you feel 'glued' to floor. Places that feel free. Sense what it's like to move glued places. On back, legs bent, feet on floor. Tilting pelvis to raise lower back. 1. Imagine clock face under pelvis, move pelvis 12-6. 2. Imagine another clock face under head, move pelvis 12-6. 3. Move pelvis 3-9. 4. Move pelvis around clock, clockwise, anti clockwise. 5. Staring at 12 o'clock, move pelvis around half clock face, hour by hour, clockwise/counter. 6. Starting at 3 o'clock, move pelvis 2-4, 1-5, 12-6.. 7. Staring at 9 o'clock, move pelvis 10-8, 11-7, 12-6. 8. Move pelvis around clock, hour-by-hour, clockwise/counter. 9. Move pelvis around clock, pressing into each hour; clockwise/anti clockwise. On back, one leg bent, other long. 1. Around clock, clockwise, counter. On back, legs crossed. 1. Around clock, anti/counter. On back, legs bent, feet on floor. 1. Around clock, attending to head. 2. Around clock, leading with head. 3. Around clock sensing yourself. Tilt pelvis to raise lower back. Move 'glued' and free places to sense what's different. Standing. Sense differences while standing, then walking.

### Discussion #016 – Diana Razumny

#### About Pelvic clock ATM

CD#01/T29 [16 min] DVD#S01-5 Scene 2 [16 min]

### Discussion #017 – Alan Questel

#### Pelvic bone and clock

CD#01/T30 [32 min] DVD#S01-5 Scenes 3&4 [30 and 4 min]

Looking at skeleton and pelvis. Proximal/distal relationship. Center of gravity. Cultural perspectives on what is most proximal. Natalie's question about doing more pelvic clock lessons in relation to emotional response. Alan about inner authority. Natalie rephrased the question about focusing on a "hot spot". Jacquie – understanding the pelvic clock lesson and kundalini. Monica wanted to know if it's ok to ask question to clarify something like Kundalini.

### ATM Lesson #012 – Alan Questel

#### Crossed arms, sit to lying

CD#01/T31 [38 min] DVD#S01-5 Scene 5 [39 min] Source: Amherst Year 1, 6/10/80 PM1

On back, feet standing, roll pelvis 12/6. Add head clock 12/6. Note hip joints. Sit, feet standing, arms crossed behind legs, lean back, arms straight, feel the rolling between 12/6, head hangs forward. Cont, feel when feet start to lift and how use legs to erect. Interlace hands behind R leg, L leg straight, roll back, arms straight, R leg lifts, use leg to roll up to sit again. Rpt OS. On back, hold R leg again, keep arms straight, roll up to sit using leg. Rpt OS. Rtrn to R leg, as R leg pushes away to roll you up, imagine string btwn the chin and heel so the heel moving away pulls the chin/head up. Rpt OS. Imagine string to forehead or some other place. Sit, hold behind both legs from outside (not crossed), arms straight, roll back/up. Sit, hold from inside of legs, L hand behind L thigh, R bhd R, roll back/up. Sit, stand R leg, hold behind thigh w/R hand/arm, L hand behind head, roll up/back. Rpt OS. On back, hold behind both thighs from outside. Rpt w/arms crossed. Rpt starting in sitting. Stop/start, rvrs, cont. On back, stand feet, roll pelvis 12/6, note chg.

### FI Exploration #03 – Alan Questel

#### On side, moving shoulder or hip from behind, guided

CD#01/T32 [69 min] DVD#S01-5 Scene 6 [68 min]

Demo w/Natalie about support for head while lying on the side. Sit behind person, hands on shoulder, move forward/back, note own org/comfort. Switch between sitting sym/asymmetrically. Move pelvis, arms straight, move from hip joints. How do you know when to stop. Move only as far as is easy. Rtrn to move shldr: hold breath; tighten belly; tighten hip joints. Moving at pelvis: sit uncomfortably; sit little too far away; sit comfortably and near enough and move so you like the way it feels. Rtrn to move shldr comfortably. At shldr, hold and move as if the shldr is the handle on the whole of them. Rpt from pelvis. Switch roles. Natalie: who's moving who? Alan demo with Natalie.

### ATM Lesson #013 – Alan Questel

#### Perfecting the self-image

CD#01/T33 [49 min] DVD#S01-5 Scene 7 [50 min] Source: ATM Book #8

On back, legs long. Sitting on floor, soles of feet together. Right hand under right heel. Left hand holding forefoot, thumb between big toe and 2nd toe. Lift right foot from floor. Lift foot, find easy way. Slide foot forward, then lift up in an arc



3. Circle lifted foot in sagittal plane, one direction, then other. On back, soles of feet together. Lift right foot and hold it - right hand holding heel, left hand holding forefoot with thumb between big toe and 2nd toe. Circle lifted, held right foot in sagittal plane, one direction then other. Hold lifted right foot, roll towards right and return. Sitting, right leg bent in front, left leg bent, heel to left buttock, holding right foot. Lower head towards right knee. Move lowered head back and forth between right knee/foot. Move lowered head towards floor just beyond right knee. Roll onto back and return to sitting holding right foot. On back, soles of feet together. Rolling to sitting holding right foot. Hold right foot and lift it. On back, legs long.

### **Discussion #018 - Alan Questel**

#### **About self-image ATM**

CD#01/T34 [9 min] DVD#S01-5 Scenes 8 [10 min]

## Day 6 Saturday June 7, 2008

### Discussion #019 – Alan Questel

#### Check in

CD#02/T01 [32 min] DVD#S01-6 Scene 1 [33 min]

Weber-Fechner law.

### ATM Lesson #014 – Alan Questel

#### The carriage of the head affects the state of the musculature

CD#02/T02 [50 min] DVD#S01-6 Scene 2 [51 min] Source: ATM Book Lesson 7

On back, legs bent, feet on floor. Tilt legs. Roll head, explore distinctions. On front, knees bent, feet to ceiling  
Tilt legs to right. Variations: forehead on back of hands, fingers interlaced behind head with head turned to left, head turned to right, head to right/left. Imagine finger on coccyx, running along spine. Explore breathing coordination. Stand. Feel differences. On front, knees bent, feet to ceiling. Tilt legs L. Explore each variation on other side. Emphasis on quality of movement, distinctions of involvement through length of back.

### Discussion #020 – Alan Questel

#### About carriage of the head ATM

CD#02/T03 [16 min] DVD#S01-6 Scene 3 [16 min]

How does change happen in ATM and FI. Don't get attached to "problem." Importance of skeletal sense of ourselves. Power of imagination. Different types of imagination. In lesson is kinesthetic for some, visual for others.

### FI Exploration #04 – Alan Questel

#### On belly, lowering legs to side, guided

CD#02/T04 [42 min] DVD#S01-6 Scene 4 [56 min]

FI-3 pairs. 3 people lie in row, in same direction. Others sit facing their partner's side. Mover: bend knees, lower legs toward floor. Toucher: observes their partner. Place fingers on place in spine that twists the most, if can't tell just pick a spot. Allow hand to move with them so doesn't constrict or constrain anywhere. Each successive movement shift to another vertebrae. Mover: How does having a hand there influence what you sense in yourself? Toucher: Use your hand as a flashlight to illuminate the different aspects of your partner's movement. What contact of your hand would give them the best information? Hand is saying simply, did you know this was you? Touchers: change to 2nd person. Repeat process. Notice what's different. Your experience of being touched. Your experience of touching. Touchers change to 3<sup>rd</sup> person. Repeat process. Change roles. Explore variations of ATM and see if exploration has influenced your movements.

Anatomy- On model skeleton, indicates 5 lumbar, 12 thoracic, 7 cervical vertebrae. Use anatomical information as a frame of reference. The quality of feeling in hands when touching someone is more important than knowing the number of vertebrae, or which number vertebrae you're touching.

### Discussion #021 – Alan Questel

#### About trainings

CD#02/T05 [5 min] DVD#S01-6 Scene 5 [7 min]

### ATM Lesson #015 – Alan Questel

#### Thinking and breathing

CD#02/T06 [45 min] DVD#S01-6 Scene 6 [45 min] Source: ATM Book #12

On back, legs bent feet on floor. Think of expanding each of 3 right lung lobes, individually and together  
Standing. Sense what's different. Sitting, legs crossed, interlaced hands behind head. Breathing into 3 right lung lobes  
Breath into 2 left lung lobes. Side sitting, lean on left hand, right hand over head. Lengthen left side, encouraging breath into lobes as ribs expand. Same on right side.

## Discussion #022 - Alan Questel

About thinking and breathing ATM

CD#02/T07 [14 min] DVD#S01-6 Scene 7 [14 min]

## ATM Lesson #016 - Alan Questel

Tilting legs & tilting legs to the side combined, to sitting

CD#02/T08 [51 min] DVD#S01-6 Scene 8 [52 min] Source: Amherst 1980, Year 1 (DQ)

Extend/flex ankles. On front, L leg bent, R leg long. Tilt L to left. Explore effect of head position on leg tilting - head turned L/R. Explore effect of L arm extended overhead on floor - R leg/heel. On front, R leg bent, L long. Explore effect of head position on leg tilting-head turned R/L. Explore effect of L arm extended overhead on floor-L leg/heel. Tilt legs L, leave there. Explore effect of seesaw breathing on tilted legs. Same on other side. On front, legs bent and together, head to L. Tilt legs R, leave there. Explore effect of seesaw breathing on legs/yourself. On front, legs bent and together, arms/hands in push up position. Tilt legs L, look over same shoulder as l-R, then L. Alternate tilting legs. Move eyes in the opposite direction to head turning. Forehead on floor, lift head to look up. On front, legs bent, feet to ceiling. Flex/extend ankles - different? On front, legs bent, feet to ceiling. Tilt legs R/L, look over shoulder - Legs apart, legs together. Tilt legs, upper leg slides beyond lower leg, look at heel. Come to side sitting using leg movement. Flex/extend ankles - different? On front, legs bent, feet to ceiling, arms in push-ups. Use leg tilting to go from side sitting to side sitting via rolling on front.

**Day 7 Sunday June 8, 2008**

**Discussion #023 - Alan Questel**

Effect of doing ATMs

CD#02/T09 [18 min] DVD#S01-7 Scene 1 [19 min]

Q & A and Weber-Fechner law

**ATM Lesson #017 - Alan Questel**

Standing sensing weight shift, eye use - Eye clocks

CD#02/T10 [46 min] DVD#S01-7 Scene 2 [47 min] Source:

On back. Sense how you lie on the floor. Standing. Sense how you bear weight. Shift your weight more over R leg. Explore effect of eye gaze on standing/walking. (a) close/foveal focus - focused. (b) distant/ peripheral focus Sense how you organize each, what happens throughout yourself, how do you drift off, how do you come back. On back, legs bent. Explore right and left eye movements in right visual field. (lesson synopsis incomplete)

**Discussion #024 - Alan Questel**

About eye clocks ATM

CD#02/T11 [21 min] DVD#S01-7 Scene 3 [22 min]

**Discussion #025 - Alan Questel**

Moshe Video - lesson with Jonathan

CD#02/T12 [20 min] DVD#S01-7 Scene 4 [77 min]

**Discussion #026 - Alan Questel**

Study groups

CD#02/T13 [4 min] DVD#S01-7 Scene 5 [4 min]

**ATM Lesson #018 - Alan Questel**

Sliding the legs to standing, supine

CD#02/T14 [54 min] DVD#S01-7 Scene 6 [54 min] Source: Amherst Year 1 (DQ)

On back, sense rotation of legs. On back, legs long. Roll R, then L leg outwards. Roll R leg outwards. Roll leg, feel knee bend. Roll leg, bend knee, slide foot to buttock. Roll leg, bend knee, slide foot to standing. Repeat other side. Repeat with both legs simultaneously. On back, one leg standing. Push through right leg to roll. Change legs, repeat. On back, both legs bent. Lift and lower pelvis. Hands behind head, raise and lower head. Raise and lower pelvis and head simultaneously. Seesaw head and pelvis - head up pelvis down, pelvis down head up. Seesaw head and pelvis ob torso diagonal. Seesaw head and pelvis along one side, then other side. Raise pelvis & head, write name on floor with back by seesawing pelvis & head. One back, legs long. Roll legs outwards. Stand. Walk, sense yourself.

**Discussion #027 - Alan Questel**

ATM teaching & what is maturity

CD#02/T15 [34 min] DVD#S01-7 Scene 7 [45 min]

Questions about teaching ATM instructions. Groups of 4 discuss what is maturity. Whole group discussion.

## Day 8 Monday June 9, 2008

### Discussion #028 – Alan Questel

#### Check in

CD#02/T16 [33 min] DVD#S01-8 Scene 1 [33 min]

When making mistakes instead of correcting, practice the mistake with variations. Do the mistake intentionally so you can understand how you do the mistake. It is a process of gaining more information about what we are doing. 25 times repeating movements from ATM Book. About Moshe's style of teaching. Do we do lessons over and over or? If you do a lesson too many times you can make it routine and lose the novelty and learning. Relationship of ATM lessons to each other. How to deal with new clients coming with pain to a FI lesson.

### ATM Lesson #019 – Alan Questel

#### Opening the legs

CD#02/T17 [61 min] DVD#S01-8 Scene 2 [61 min] Source: Amherst Year 1 (DQ)

On back. Sense how body weights meet floor. On back, one leg bent. Using leg roll self – R & L. On back, both legs bent Raise and lower pelvis. Explore effect of leg/foot position on bearing weight of pelvis. Hands and knees, one knee crossed behind other on floor. Circle pelvis. Hands and knees, knees apart, feet close. Pelvis to feet. On left side. Lift knee, lift foot, alternate. Roll head with hand of forehead. Hand to mouth, sweep arm up and back. On right side. Repeat same sequence as on left side. Hands and knees. Pelvis to heel, R & L. On hands and knees, legs wide apart. Move pelvis to sit on floor between legs. Lying on side, hands to mouth. Separate one leg from other to roll, R & L. On back, one leg bent. Use leg to roll self – R & L. Both legs bent. Raise pelvis. Sense how body meets floor. Stand. Walk, forwards, in circle, backwards.

### FI Exploration #05 – Alan Questel

#### On back, lifting head, guided

CD#02/T18 [74 min] DVD#S01-8 Scene 3 [81 min]

Held tennis balls and discussed how you are holding the ball. It is fingers sensing through ball. Then dyads. Student on back and practitioner lifts head in many configurations. Then group discussion. What is being learned in this exploration. Learning a qualitative attitude of lifting and moving someone instead of the chops, which will come later.

### ATM Lesson #020 – Alan Questel

#### Differentiation of eyes, supine and prone

CD#02/T19 [49 min] DVD#S01-8 Scene 4 [51 min] Source: Amherst Year 1 (DQ)

Prone, eyes l & r, u & d, repeat more quickly. Lift head and look around, over shoulders, under shoulders. Prone on forearms and elbows head u & d...move eyes opposite head. Prone on one elbow and other hand on floor with straight elbow (this shoulder higher than other one) and head u & d with eyes opposite. Switch arms and repeat. Sit cross-legged, eyes u & d. Lean on hands and continue. Same with eyes opposite head. Sitting on clock with 12 in front, 3 to rt and 9 to lft, move head u & d with eyes opposite to 12...to 1...to 2...to 3... Same, now to 12...to 11...to 10...to...9. Sit, stand feet, hands behind head, head to lt/rt knee. Hold behind each leg and round and erect self..use eyes to gaze. Prone, eyes converging and diverging. Prone, look around self now. Stand and continue to look around.

### Discussion #029 – Alan Questel

#### About eye ATM

CD#02/T20 [15 min] DVD#S01-8 Scene 5 [15 min]

Intimate quality of the work in the training.

### ATM Lesson #021 – Alan Questel

#### Rolling up to sitting, orientation theme

CD#02/T21 [37 min] DVD#S01-8 Scene 6 [37 min] Source: Amherst Year 1 (DQ)

On back, which direction does line of nose/chin point? Rolling head. On back, legs bent. Roll to R side, via rolling head, leading by mouth seeking, leading by looking, leading by listening. On back, legs bent over torso, arms on floor above head. Roll to side and return, moving legs, sweeping left arm overhead. Let legs and self follow. Lead with lt leg...with arm... On rt side, lt hand in front in push up, bring mouth to rt knee, let whole self follow, let lft leg reach down and back...come to side sitting. Sit with lt leg behind, rt in front and bring head to knee and slide arm to roll onto back. On back, arms overhead, knees over chest and sweep arms to right and come to sit and down again, spiralling. Do as one thought. Come up leading with eyes, with mouth, with ears. Come up with head looking over rt shoulder, over lft shoulder. Stand, look left, right, walk

## Day 9 Tuesday June 10, 2008

### Discussion #030 – Alan Questel

#### Check in

CD#02/T22 [26 min] DVD#S01-9 Scene 1 [27 min]

About rolling up to sit ATM lesson. Asymmetry. Motion sickness from lesson from moving eyes. Doing lessons on one side. Value of symmetry in culture. We are anatomically asymmetrical. Value of functional symmetry. Intelligence of animals.

### FI Exploration #06 – Alan Questel

#### Rolling head, guided

CD#02/T23 [100 min] DVD#S01-9 Scene 2 [111 min]

On back, sense how back of head is on floor, back of legs. On back, legs long. Roll head. On back, legs bent. Eyes open with wide focus. Roll head with hands. Roll head with 3 different parts of hand. Move hand by rolling head, roll head by moving arm. Roll head.

Groups of 7, 3 pairs plus one observer. One person on back, other sitting facing head. Place R hand on partner's forehead. Person lying down, sense how their hand is on your forehead. Roll head. Change hands. Notice how far your partner's head rolls> notice if there is change in quality that tells you not to go farther. Observe how your head is being contacted. How are you when you are rolling their head? Go to another person. Roll their head, discover how it rolls. Notice if you use your hand differently, roll their head differently. Person lying down, notice if your head rolls differently with this person. Repeat. Person lying down. Change rolls, repeat process. Discussion about exploration. Problem of students helping by rolling their own head. Strategies to have student help less. Demo with Karen. Three ways to roll head: 1) cup hand on forehead, 2) flat hand anchored on forehead, 3) flat hand with changing contact. Guided practice with these 3 options. Discussion about experience.

### Discussion #031 – Alan Questel

#### Between segments guidelines & evaluation

CD#02/T24 [3 min] DVD#S01-9 Scene 3 [3 min]

Handout of between segments guidelines.

### Discussion #032 – Alan Questel

#### Training makeup rules

CD#02/T25 [12 min] DVD#S01-9 Scene 4 [12 min]

Allowed to miss 5 days a year but not more than 10 days over the 4 years of the training. Best to stay in one training for educational continuity. When missing time expected to watch DVD and write report.

### ATM Lesson #022 – Alan Questel

#### Rolling head between hands

CD#02/T26 [50 min] DVD#S01-9 Scene 5 [51 min] Source: Amherst Year 1 (DQ)

On back, legs long sense how you arrive. On back, legs long. Roll head. Roll head with hand on forehead – R, then L. Roll raised head with hand behind head – R then L. Roll raised head between hands – R hand forehead, L hand behind, then change. Roll raised head between hands, while rolling R leg in and out. Roll raised head between hands, while sliding one leg to standing and returning. Roll raised head between hands, while sliding both legs to standing and returning. Roll head. Sitting with legs crossed. Roll head between hands, and change crossing of legs. Standing – Roll head between hands. Roll head between hands while walking.

### Discussion #033 – Alan Questel

#### About rolling head ATM

CD#02/T27 [8 min] DVD#S01-9 Scene 6 [8 min]

### ATM Lesson #023 – Alan Questel

#### Freeing the head

CD#02/T28 [42 min] DVD#S01-9 Scene 7 [43 min] Source: Amherst Year 1 (DQ)

On back, legs long. Roll head, how far thru yourself sense movement. On front, hands by head. Turn head R/L. On front, head turned L, arms bent, elbows shoulder height, R hand down, L hand up. Slide both arms up/down, maintain configuration. Slide R arm down, L arm up – both arms get bit longer. Lift/lower L elbow, then R elbow. Lift/lower R elbow, head turned R. Lift/lower R elbow, head turned L, tapping quickly. Lift/lower L, then R elbow. Slide R arm down, L

arm down. Slide both arms up/down. Lift/lower both elbows. Lift/lower L hand. Lift/lower fingers of L hand, index, middle, ring, thumb etc. Lift L hand. Lift wrist, fingers on floor. Lift/lower elbow. Lift/lower elbow, hand, wrist alternatively. Lift both hands, light, quick. Lift/lower both elbows, light, quick. Lift/lower both wrists, light, quick. Slide both arms up/down. Slide R arm down, L arm up. Slide R arm up, L arm down. Change to opposite configuration of arms without elbows lifting from floor – Lying on front, head turned R, arms bent, elbows shoulder height, R arm up, L forearm down. Repeat above sequence. Head turned L, L forearm up, R forearm down. Slide arms, both up, L up R down. On back, legs long. Roll head. Standing. Walk and sense yourself.

## Day 10 Wednesday June 11, 2008

### Discussion #034 – Alan Questel

#### What are the key concepts of the method

CD#02/T29 [42 min] DVD#S01-10 Scene 1 [56 min]

Groups of 5 to discuss key concepts of the method. Key concepts: choice, learning through movement, organization, awareness of habits, recognizing new options, integration in systemic movement, differentiation, curiosity, transitional movement. Back to groups about how personally what the Feldenkrais Method is for me. Okay to fair miserably describing the method. Personal story that works best. Hard to talk about the method because it is an experiential process. We are looking to evoke a more skeletal sense of self.

### ATM Lesson #024 – Alan Questel

#### Variations of arms and hands, prone

CD#02/T30 [36 min] DVD#S01-10 Scene 2 [37 min] Source: Amherst Year 1 (DQ)

On back, legs long. What attracts your attention? What makes you wonder? What triggers your curiosity? How do you find interest somewhere? Rolling head: On back, legs long. Roll head with R hand, using palmar surface of hand. Roll head with R hand in different ways. Roll head with R palmar/hand – difference. Repeat with L hand. Sitting, legs crossed: Roll head between hands, R hand on forehead, using palmar surface of hands. Roll head between hands, using hands in different ways. Roll head with hands/hands – difference. Repeat with L hand on forehead. Change leg position. Change leg position while rolling head between hands. Vary speed of changing legs. On back, legs long: Directing eyes to hours on one side of imaginary clock face in front of face (a) 3 to your right: 3, 2-4, 1-5, 12-6 (b) Looking from behind clock: 3, 2-4, 1-5, 12-6. Sitting, legs bent, feet on floor, leaning on hands: Tilt legs side-to-side. Tilt legs side-to-side while rolling head between hands. Sitting, legs bent, R leg in front, L leg behind: Flipping legs. Flipping legs while rolling head between hands. On back, legs long: Roll head between hands. Roll head. Standing: Walk and roll head between hands.

### Discussion #035 – Alan Questel

#### Moshe Video on Posture

CD#02/T31 [80 min] DVD#S01-10 Scene 3 [81 min]

### ATM Lesson #025 – Alan Questel

#### Use of the eyes, prone

CD#02/T32 [37 min] DVD#S01-10 Scene 4 [39 min] Source: Amherst Year 1 (DQ)

On back, legs long. Sense limb/torso connection. On front, head turned to side, Egyptian arms, arm up head facing: Change arm position, keeping elbows on floor. Turn head other side, repeat. On front, legs long, forehead on R hand, L hand on back of head: Roll head between hands. Change over hand position. On front, legs bent, feet to ceiling: Tilt legs side-to-side. Forehead on R hand, L hand on back of head-roll head between hands. Change over hand position. On front, legs long, forehead on R hand, L hand on back of head: Roll head between hands. Change over hand position. On back legs long: Look through R side of self: foot through to knee, knee through to thigh, thigh through to shoulder, shoulder through to head. Repeat L side. On front, legs long, forehead on hands – feeling of eyes hanging: Look through R side of self: foot through to knee, knee through to thigh, thigh through to shoulder, shoulder through to head. Repeat L side. Converge and diverge eyes. Imagine looking through self – R eye through R side, L eye through L side. Sense eye convergence/divergence. On front, head turned, Egyptian arms, arm up to turned head: Tap hand, elbow, wrist, fingers, combinations. Vary speed of tapping. On front, legs long, forehead on R hand, L hand on back of head: Move eyes R/L. Roll head between hands while moving eyes in opposite direction. Standing: Roll head between hands. Walk while rolling head between hands.

### ATM Lesson #026 – Alan Questel

#### Folding/unfolding

CD#02/T33 [31 min] DVD#S01-10 Scene 5 [32 min] Source: Amherst Year 1 (DQ)

On back, legs long. Sense support. Sense symmetry. Roll onto left side. How did you get there? On left side, legs bent, right leg on top of left, right arm on floor in front with fingers, hand and forearm pointing upwards: Move/slide right arm upwards and return. Move/slide right leg downwards and return. Move/slide right elbow/knee apart and return (a) simultaneously (b) through same distance (c) attend to elbow/knee, wrist/ankle, hand/foot, and whole self. Move/slide right arm and leg upwards/downwards, maintaining elbow/knee distance. Move/slide right arm and leg, apart and return. Approximate right elbow/knee and return (a) attend to attend to ankle, hand/foot, whole self. Approximate/separate elbow/knee simultaneously, same amount – increasing separation 1cm each repetition. Lengthen right arm upwards, right leg downwards, sweep them backwards when long, moving towards rolling onto back. On back, legs long. Sense shape now. How does floor like you now? On right side; legs bent, left leg on right; left arm on floor, fingers/hand/forearm pointing upwards: Imagine doing movements 1-8 above with left arm/leg. Onto back and right side using left arm/leg. Onto back



and left side using right arm/leg. Side to side using left arm leg, then right arm/leg. Side to side using both arms/legs. Explore affect of timing. Explore affect of sucking mouth movements. Explore affect of speed. On back, legs long. Sense support & symmetry. Roll to left side. Standing. Sense affect of lesson on walking, sense of self.

### **Discussion #036 - Alan Questel**

Closure

CD#02/T34 [18 min] DVD#S01-10 Scene 6 [15 min]