

## Day 41 Monday June 1, 2009

### ATM Lesson #102 - Alan Questel

#### Bell hand #1, on side

CD#09/T01 [67 min] DVD#S05-1 Scene 1&2 [64&7 min] Source: Amherst 81/DQ

Intro by Bear not recorded. ATM teaching.

Scan on back. On R side, knees/hips bent, R arm long under head, sense R hand, move L shldr for/back little, L forearm on floor, shldr up/down. Make bell w/R hand, finger long, open/close. Cont hand/bell mvt, lift/lower L knee, note hand w/leg lift. Rpt except roll head little to L, nose towards ceiling. Rpt, combine lifting L leg, rolling head. On back, both arms overhead, bell R hand, allow wrist to bend, start rolling to R. Cont, rolling side/back/side. Go from back to side to sitting, cont w/bell. Stay sitting, cont bell, switch legs so R leg is in front, do few times then stay w/R in front, come to stand. Small group discussion about ATM.

### Discussion #088 - Alan Questel

#### Feldenkrais between segments

CD#09/T02 [25 min] DVD#S05-1 Scene 3 [53 min]

What did you do to practice between segments. What helps practice between segments. Gail, set time in morn, listen/review previous segments, offers massage clients ATM/FI. Devon: write on list. Tony: makes know to friends you are practicing free. Steve: handout flyers offering free sessions to tennis players. Csara: donate to organizations. Christy: plan smaller amount to practice for ATM teaching. Aaron: study buddies. Diana's workbook. Dianne: practice animals. Monica: what can we say we are doing? Marketing. Think about daily activities.

### ATM Lesson #103 - Alan Questel

#### Rolling onto elbow, from back

CD#09/T03 [59 min] DVD#S05-1 Scene 4 [67 min] Source: AY#3

On back, legs spread, interlace hands behind head, lift head turning little to one side/other. Note elbows forward, eyes? Look at ceiling whole time. Look down to side lifting towards. Rpt w/non-habitual interlacing. Take elbow down towards side looking towards. Rpt OS. Alt sides. Turn head to L, R hand behind head to hold L ear, L arm 45 degrees, lift head w/help of R arm, keeping head turned. Think of coming up onto L elbow w/o rolling to L side. Rpt OS. Palm down. To L again, R arm straight forward then angle across to help come up onto L elbow. Both arms straight out in front, reaching with one arm across, rolling onto other elbow, note legs. Think of pressing floor. Think of arm being pulled so don't roll to side, legs bend into side sitting position. Bend legs in front, arms in front, reach w/R arm across, come up over L elbow, feet to R when sitting. Rpt OS. Rpt, continue on to come onto both knees, reaching w/one arm, alt side/side. Continue w/o going all the way down, head stays lifted whole time. Rpt, go down even less, just onto elbows. Rtrn to first mvt of rolling up onto L elbow, R hand/arm behind head. Switch sides.

### FI Exploration #37 - Alan Questel

#### Sidelying exploration with turning in pairs #1

CD#09/T04 [9 min] DVD#S05-1 Scene 5 [39 min]

Students on side. Practitioner sits behind them and moves them paying attention to use of self, do I have the whole person in my hands, find out how they move looking for connecting through their skeleton, moving them in a way that they can listen and moving the person as they can move. Am I allowing movement without an agenda and asking the question, "What of this movement has to do with turning." Are you looking for something specific or are you just finding out what is there?

### ATM Lesson #104 - Alan Questel

#### Bell hand #2, press/release parts, on side

CD#09/T05 [32 min] DVD#S05-1 Scene 6 [32 min] Source: Amherst 81/DQ

On R side, R arm long, under head, bell R hand, press L knee into R. Note if some area gets lighter. Cont bell hand, same position, press/release L hand to floor. Press/release head into arm. Press/release L foot to R. L knee/foot pressing. Lift L knee. Cont bell hand, press/release R shldr to floor, shift to R hip, attn to bell mvt. Lift whole L leg, head turns, face towards ceiling. Roll to L side, bell L hand, rpt from OS, fewer mvts, less time.

## Day 42 Tuesday June 2, 2009

### Discussion #089 - Alan Questel

#### Differences ATM lessons

CD#09/T06 [23 min] DVD#S05-2 Scene 1 [23 min]

Diane: confusion about PT instructions to tighten belly. Alan: expanding to include ideas. Differences in people mobile/stable. Alan: difference in two lessons yesterday? More fluidity, internal/external, 1 inform other, folding, large/small, sided, skeletal/neurological. Teacher gives emphasis to lesson, aside from the mechanics of a lesson.

### ATM Lesson #105 - Alan Questel

#### Bell hand #3, on front

CD#09/T07 [53 min] DVD#S05-2 Scene 2 [53 min] Source: Amherst 81/DQ

On front, face to one side, explore arm positions. Have arm up on face side, palm down towards floor, other arm down along side, palm up to ceiling. Bell hand on face side, emphasize lifting wrist from floor, fingers hang towards floor. Cont., note breath coordination - inhale lifting hand/exhale lowering hand. Switch hands, bell hand that is down along side. Sit, hold hand w/palm to ceiling, note curled fingers. Then turn hand over, palm on floor, fingers drop away from palm. Rtrn to position on front, again, bell hand that's behind/down along side, coordinate inhale/exhale, explore ea variation (hand open/close with inhale/exhale). Switch head/hands to other side, bell both hands, same time then one at a time, then in opposite phases. Cont, bell both hands and start changing over both arms. Then do w/o lifting elbows, arms straighten out to sides to make the transition of one up/one down. Have face towards arm down along side, continuously bell both hands as switch arms/head to other side. On back, arms overhead, bell R hand continuously as roll to R side then side sit, rtrn to back, switch to L hand, rolling L up to side sit. Stand, scan, bell both hands, cont and walk.

### Discussion #090 - Alan Questel

#### Language and feedback

CD#09/T08 [13 min] DVD#S05-2 Scene 3 [73 min]

Groups of 4 discuss lesson: liked/didn't, evoked, easy/hard. Mainly listen to the language the person uses and if they use judgemental language, ask them to find another way to describe their experience. What is actually going on and then the response to what's going on. Regroup and discuss feedback: What feelings occur in you giving/receiving feedback? What sensations occur in you giving/receiving feedback? Where did you learn giving feedback was okay? Where did you learn giving feedback was not okay? Create a contract of how would like to receive feedback.

### ATM Lesson #106 - Diana Razumny

#### Flexing ankles & wrists

CD#09/T09 [35 min] DVD#S05-2 Scene 4 [38 min] Source: Amherst - June 10, 1981

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

### ATM Teaching #14 - Alan Questel

#### Groups of 3 preparing to teach

CD#09/T10 [8 min] DVD#S05-2 Scene 5 [9 min]

Group into trios, choose a lesson

### FI Exploration #38 - Alan Questel

#### Side lying exploration with turning in pairs #2, guided

CD#09/T011 [22 min] DVD#S05-2 Scene 6 [46 min]

Groups of 6, 3 lying on side in same orientation, 3 others sit behind one, explore turning w/touch. Touchers then observe 3 on floor starting to roll towards back. Roller initiate from shoulder, from pelvis. Observers give instructions that could help person with turning.

## **ATM Lesson #107 - Alan Questel**

### **Bell hand #4, swimming action, on front**

CD#09/T12 [32 min] DVD#S05-2 Scene 7 [32 min] Source: Amherst 81/DQ

On back, identify 3 diff between sides. Rpt lying on front. Face to R, R arm up in front of face, L arm long down by side, feel ea hand. Bell R hand, jellyfish mvt of hand, swim action of R arm, include pelvis/R leg, lengthen arm/leg same time, try other variation. Pause, bell R hand, take to hair, keep hand going when roll to back. Pulse R hand as come to standing. When standing, pulse almost invisible, an echo, cont & return to back. On front, rpt OS. On back, arms overhead, bell both hands, roll to front and back again. Belling both hands, come to stand. Cont w/image of hands moving through thickness, gradually letting it become an echo.

## Day 43 Wednesday June 3, 2009

### Discussion #091 – Alan Questel

#### Structure of ATM lessons

CD#09/T13 [15 min] DVD#S05-3 Scene 1 [16 min]

Ray: starting lessons with one small mvt and gradually becomes more a whole self. Gail: what if someone is doing mvt to come in lesson?

### ATM Lesson #108 – Alan Questel

#### Bell hand #5, swimming cont, on front, back, sitting

CD#09/T14 [61 min] DVD#S05-3 Scene 2 [61 min] Source: Amherst 81/DQ

On back, palms towards floor, bell R hand, allow elbow to bend, jellyfish image, breath? Intro sucking mvt while belling, note speed of belling. Leave sucking, cont w/belling, gradually switch to L hand, gradually add R so both hands bell. On front, face to L, L hand up by head, R arm down along side, bell L hand, switch to belling R hand, compare hands. Rtrn to belling L hand, allow elbow to move/slide, inhale as hand/arm reaches, exhale as hand comes back, allow pelvis to roll, allow leg to get involved, arm reaches then comes down along side. Rpt OS. Alt side/side, involve head turning side/side. Sit cross legged, hands resting on knees, bell L hand, allow mvt to grow so whole arm involved like swimming, switch to R hand, then both hands/arms. Pause, think of backstroke, start w/L hand/arm, add R. On front, face L, bell L hand up by face, then R hand down along side, switch head/arms, rpt.

### Discussion #092 – Diana Razumny & Alan Questel

#### Moshe Video, Change is Impossible

CD#09/T15 [85 min] DVD#S05-3 Scene 3 [98 min]

Diana read from the book, "The Hand" by Frank Wilson. Video: Talk of no eyes w/o light, change. Stopped video, small groups: What aspect of change is important to you? Video: Change is impossible. Transformation? Reframing? Thinking, sensing, feeling, moving are not separate. Can't change thinking. Can't change gold, only the form. Sensing & feeling can't change. Can act in any way you want, if you know what you are doing. Action can be varied. Can't separate thinking/feeling/sensing from action. Like want to help people. Expression through one line. Story of dancing w/women w/cerebral palsy after FI. In FI practitioner feels in themselves what they want to communicate. Introduction to Life of Animals by Bren? Small groups discuss video. Large group discussion. Alan's comment on FI analogous with dance. Ginny: book? Alan: Elusive Obvious. Monica: Dancing metaphor and two nervous systems. Alan: what's not a neurological event? What's different about FI? Steve: FI simple, not simple to learn. Interviewing and biases. FI as getting rid of biases? Alan demo w/Steve's shoulder. Getting out of our own way.

### ATM Lesson #109 – Diana Razumny

#### Interlacing fingers & toes

CD#09/T16 [50 min] DVD#S05-3 Scene 4 [50 min] Source: Amherst - June 11, 1981

Sit, socks off, interlace fingers of R hand over top of R foot, thumb outside. Look at bottom of foot. Hand/foot connected, explore mvt. Possible to rest connected, to bring foot to mouth? R handholds R foot again, thumb between first toe/second toe, explore mvt. Attend to whole self. Roll from sitting onto back, onto belly, onto back, a way to standing? Sit, L hand to the sole of R foot, diff hand/same foot, thumb between big/second toe, interlacing fingers/toes, explore mvt. Self attn, in space, other parts. Loop formed between L arm/R leg, things through/around that. Sit, R hand over top of R foot, thumb between first two toes now? Explore mvt. Onto knee/s? L hand to sole of R foot, slowly switch hands, L fingers w/R toes, come onto hands/knees? Thumb between first two toes, easier/harder? Roll onto back, rest. Stand, compare feet? Walk, ROB. Legs in air, soles together, use hands, interlace toes. Roll to sit, keeping toes tog? Variations coming up to sit: rolling through side. Interlace toes non-habitually, feel face, roll up to sit, swing legs. Hands? Sit, lean on hands, onto elbows/forearms, go up/down like that. Undo feet, rest. Interlace toes habitually, hold w/hands, roll up to sit, back down. Undo feet, cont rolling up/down, hold legs. Rest. Interlace toes, roll up to sit, w/o hold feet, hold part of leg. Sit, toes interlaced, slide R hand under R leg from inside, the R lower leg, knuckles to floor, slide it in/out. How far forward, elbow to ground, weight shift, chest? Rpt OS. Alt arms sliding all the way. Slide both, elbows to floor? Roll onto back, undo feet, feel quality. Stand, walk, readiness?

## **Discussion #093 - Alan Questel**

### **Structure of ATM lessons**

CD#09/T17 [31 min] DVD#S05-3 Scene 5 [54 min]

Groups of 5 discuss what makes up structure of a lesson: strategies, elements, components. Large group: representative of small groups share lists. Strategies: variations, comparisons, sequencing, scanning, shift of focus, rhythm, using clear language, modification through observation, orientation, habitual/non habitual, constraints, reference, reversibility, gradation, building, -- Metathemes: scanning, shift of focus, habitual/non, simple to complex to simple, reversibility, safety, care of self, effortlessness, stressless, efficiency, -- Categories of lessons: scanning, focus towards goal, habitual/non, simple to complex, reversibility Dani EO quote pg 92 parasitic, superfluous exertion

## Day 44 Thursday June 4, 2009

### Discussion #094 - Alan Questel

Alexander Yanai lessons, available materials & watching FI

CD#09/T18 [27 min] DVD#S05-4 Scene 1 [27 min]

Question about buying AY materials. Feldy Forum on line. Open ATM Project online? Watching FI.

### FI Exploration #39 - Alan Questel

Explore shoulder/pelvis movement, side lying - guided

CD#09/T19 [14 min] DVD#S05-4 Scene 2 [14 min]

Partners, one sidelying, other sit behind, explore movement of shoulder. Explore 3 hand positions. Rpt w/pelvis. Then one hand on each shldr/pelvis.

### ATM Lesson #110 - Alan Questel

Bell hand #6, on back, front, sitting

CD#09/T20 [41 min] DVD#S05-4 Scene 3 [41 min] Source: Alan

Rest on back, scan. Bell L hand, start w/wrist. Pause, start w/fingers. Initiating from different parts of hand. Sit, R hand, thumb up, place L palm on R thumb, push up w/thumb, push down w/palm, alternating up/down, fingers open/close w/the up/down movement. Several variations of initiations not in these notes. On back, rtn to belling L hand. Do few bells w/R hand, switch to do invisibly, going through all previous variations. Actually bell visibly w/R hand and compare to first time. Alt R/L hand belling.

### FI Exploration #40 - Alan Questel

Holding objects

CD#09/T21 [64 min] DVD#S05-4 Scene 4 [64 min]

Hold tea towel between hands w/o draping, move hands around, come to stand noticing pressure between hands, move around, how lightly can hold w/o dropping, come down to floor again, monitoring pressure between hands. Switch to holding w/only heels of hands, throw up, catch w/heels of hands, how softly can heels come together. Hold only w/fingertips. Then only from center of palms. Hold piece of foam between hands w/o grasping, w/o deforming it, throw in air, catch same way; hold between heels of hands, go from standing to sitting. Hold between fingertips, come to standing, move around. Switch to holding between center of palms. Hold shoe between palms lengthwise (heel/to), move around, throw/catch; hold between fingertips lightly, can drop or toss/catch. Hold towel between palms of two people. Can have two towels, one between two hands, switch to center of palms. On piece of foam between two people's hands, between heels of hands. Then between fingertips. Shoe between partners, heels of hands, then fingertips, then palms.

### FI Exploration #39 cont - Alan Questel

Explore shoulder/pelvis movement, side lying continued - guided

CD#09/T22 [24 min] DVD#S05-4 Scene 5 [33 min]

Return to partners from the morning, one lie on side, other move them from the shoulder, noting what part of hand use to contact them. Switch handhold few times, compare to the first time. Rpt at pelvis. One hand on shoulder, one on pelvis. Switch roles. Share at end handhold differences between morning exploration and now. Large group shared. Switched focus of discussion, effortlessness, reversibility, nothing stands out. In ATM it's a quality that promotes feeling safe.

### ATM Teaching #15 - Alan Questel

Hip/shoulder circles

CD#09/T23 [39 min] DVD#S05-4 Scene 6 [114 min]

Alan teaches ½ (one side) of lesson. Students make notes at end then teach a partner the other side of the lesson. Discuss elements, components and strategies of the lesson. Alan's teaching: On R side, R arm under head, L hand on floor in front, mv shldr for/back, up/down, circle, imagine clock, go clockwise, counter. Rpt directions w/L hip. Hip/shldr clocks clockwise. Two clocks in opposite directions.

## Day 45 Friday June 5, 2009

### Discussion #095 - Alan Questel

#### ATM teaching

CD#09/T24 [10 min] DVD#S05-5 Scene 1 [11 min]

Students sharing about yesterday's ATM teaching. Questions about ATM teaching project next week.

### ATM Teaching #16 - Alan Questel

#### ATM series investigations

CD#09/T25 [7 min] DVD#S05-5 Scene 2 [9 min]

Will be repeating an ATM series we've done. After each ATM, small groups will talk about it from number of perspectives: personally, structure/movements. Wonder what the lesson might/could/possibly be about.

### ATM Lesson #111 - Alan Questel

#### Hooking the big toe #1, sitting & lying

CD#09/T26 [61 min] DVD#S05-5 Scene 3 [61 min] Source: Amherst '80

Sit, soles tog, hook R big toe w/R index finger, lean on L hand, lift/lower R leg using R arm. Cont, straightening R leg as lift. On back, soles tog, hook R big toe, lift/lower. Add L hand behind head, lift head/leg. Explore L leg standing or lengthened. Sit, rtn to lifting R leg, compare. On back, hooking R toe, lift leg/straighten, direct foot a little out to R. Cont, add L hand behind head, as R leg straightens to R, head/arm turns so L elbow points to R, head on floor. Rpt w/o hand behind head, then switch to lengthening leg, directing foot to L, rolling a little L. Stand L foot, lift L side of pelvis few times, hook R index, lengthen R leg, note L leg involvement. Hook/lift R big toe, alt lengthening leg R/L, rolling. L hand behind head, hook R toe, stand L foot, lengthen R leg. Sit, lean on L hand, hook R toe, lift/lower leg. Hook L big toe w/L index, lift few times to compare. On back, hook L big toe w/L index, imagine lifting. Cont w/steps on this side.

### ATM Teaching #16 continued - Alan Questel

#### ATM series investigations

CD#09/T27 [32 min] DVD#S05-5 Scene 4 [52 min]

Groups of 6 discuss hooking toe lesson from the following perspectives: personally, structure/movements/mechanics. Wonder what the lesson might/could/possibly be about. Whole group shares. Teacher's intension changes outcome. Use of whole self in lesson inspired by constraint. Brain recognizes configurations. Strategies use all the time in ATMs. Meta themes is something you could add to any ATM to change the flavor/emphasis. Kinds of ATMs.

### FI Exploration #41 - Alan Questel

#### Spinal moves: turning & side bending, in side lying

CD#09/T28 [41 min] DVD#S05-5 Scene 5 [88 min]

Group observes Aaron, Ray & Ginny, turning, side bending, flex/extend. Partners share feedback contract, observe partner's turning, one lie on side, other sit behind and do things for turning. Then switch to side bending for a while and return to turning. Then explore flex/ext and return to turning. Rtrn to ref. of standing and turning. Large group discussion.

## Day 46 Monday June 8, 2009

### Discussion #096 – Alan Questel

#### Check-in

CD#10/T01 [9 min] DVD#S05-6 Scene 1 [10 min]

About joining guild. Catch up for students joining this week.

### ATM Lesson #112 – Alan Questel

#### Hooking the big toe #2, sitting & lying

CD#10/T02 [66 min] DVD#S05-6 Scene 2 [83 min] Source: Amherst '80 DQ

Sit, hook R big toe w/R index, lift/straighten R foot/leg. Leave lifted, take L/R. Rpt, explore range to L. On back, stand L foot, hook R big toe w/R index, take L/R. Sit, same position, take foot L/R, take R foot to stand L of L leg. Stand L foot, hook R big toe, take L/R. Sit, hook R big toe, leg lifted, move L/R, as go R, pass knee under elbow, elbow over knee. Rpt, take R foot back behind when knee comes inside, coming towards side sitting. Add bringing R foot to stand to L of L leg so R foot circles around from L to R. Rpt, add head/shldrs moving opp R leg moving L/R. Swing R foot L/R, standing to L, side sitting to R, cont to R little more, creating space btwn legs. Rpt swinging around w/o taking knee under elbow, allowing L knee to drop towards center. Lean on R hand, L hand over top of R foot, bring R knee outside L elbow, L elbow outside R knee. Lean on R hand, stand R foot/leg, reach L arm across and outside R leg, hold outside of R foot, bring, pass knee under L arm, arm over knee. Hook R big toe again, bring R foot all the way to L/R, standing foot to L, side sit to R. Lean on R hand, hook L big toe w/L index, lift/lower few times, imagine taking L foot all the way around L/R. Cont imagining rest of moves. After the ATM, small groups talked about it from number of perspectives: personally, structure/movements. Wonder what the lesson might/could/possibly be about.

### Discussion #097 – Alan Questel

#### ATM structures & hooking toe lesson

CD#10/T03 [20 min] DVD#S05-6 Scene 3 [20 min]

Students sharing. Time for exploration. Aaron: biases. Quality, skeletal. Self image as meta theme. Tony: pivot points skeletally. Monica: explore stopping point. This lesson asked for more side bending. If identify ATM as about “w” sitting, many people think they won’t be able to do it. If focus on one outcome people feel like they failed and don’t notice the improvements. Meta theme: learning. Difficult movements. Ginny: transposing from ATM to FI. Have to know where the movement is taking place

### Discussion #098 – Alan Questel

#### Nonviolent Communication Video part 1

CD#10/T04 [82 min] DVD#S05-6 Scene 4 [93 min]

Alan introduces video of Marshall B. Rosenberg. Motivated by fear, guilt, shame is a loss. Criticise, analyze, judge, attack. Hearing with giraffe ears, hear what person is feeling and needing. I think you don’t respect me sounds like criticize and analyse and get defensive instead. Speak giraffe: Observe what is the person doing or not doing. Describe behaviour w/o analysis. How do you feel when person does that? Explain feelings in reference to your needs. Make a request of what you want the person to do to make life wonderful. State a concrete action for the person. Positive action. Giraffe ears: are you feeling . . . because you would like/need/want . . . . We hear request of an unmet need. “Do not mix up that which is natural with that which is habitual,” Ghandi. The highest form of human intelligence is the ability to observe without analysing – Krishnamurti. Language of – should, ought, must, have to, can’t is losing connection, denies choice. Confuse personal responsibility with obedience. Start w/showing empathy for feelings of the person rather than “no”. Connect feelings with needs rather than what other people do so we can control our own internal life, independent of what others do. Groups of 3 share how they act as a jackal. Large group discussion. Dianne: putting on the ears is humility. Alan: person is expressing an unmet need. Harald: resonated.

### ATM Teaching #17 – Alan Questel

#### Give directions in 3 orientations

CD#10/T05 [23 min] DVD#S05-6 Scene 5 [51 min]

Groups of 6, 3 movement instructors, the other 3 – one sitting, one kneeling at the table, other lying on side. Give instruction to people in all three positions, figure out how to refine the instructions to get all three to be doing the same thing. Large group gather after switching roles. Give instruction of two parts in relation. Look where movement takes place and get them all to do the same thing.



## ATM Lesson #113 - Alan Questel

### Pretzel legs #1, folding, holding foot w/hand, on back

CD#10/T06 [34 min] DVD#S05-6 Scene 6 [34 min] Source: Amherst '80

On back, bend knees, stand feet, move to hold R foot w/R hand w/thumb with fingers. Rpt many times, feeling where/how you move to bring hand/foot together. Switch to L hand, thumb tog w/fingers, bringing it to sole of R foot, many times, listening to where you fold/bend. Explore thumb opposing. Stand R foot, bend L leg out to L, slide sole of R foot on floor around to L side of L thigh. Think of the L hand/R foot coming towards each other as foot slides up on L side. Feet standing, L hand behind head, lift head w/L hand while reaching R hand to R foot, keep hold of R foot w/R hand over top of foot, thumb tog w/fingers. Stay up and bring L elbow/R foot towards/away from each other, then switch to elbow and R lower leg, noticing different areas of folding and level of achievement. Hold R foot w/R hand, L hand on floor, palm up, bring R foot to stand in L hand. Stand R foot, L leg long, bring R foot to L to stand on floor to L. Bend L leg to side, stand R foot to L of L thigh, slide head/shldrs down to L, L hand towards R standing foot. Stand R foot to L of L leg, L knee bent to side, interlace hands behind head, slide head/shldrs down to L, then to R. Stand feet, slide L hand down along floor as reach R hand to R foot, foot to hand. Hold R foot w/R hand, L leg long, bring R sole to L palm, face remains towards ceiling, after few times, leave R foot w/L hand, lift foot w/both hands, roll to back, return to side. On back, stand R foot, slide sole on floor around to L of bent L leg, compare to beginning.

## Day 47 Tuesday June 9, 2009

### ATM Lesson #114 – Alan Questel

#### Hooking the big toe #3, sitting & lying

CD#10/T07 [62 min] DVD#S05-7 Scene 1 [83 min] Source: Amherst '80

Sit, lean on L hand, hook R index w/R big toe, lift/lower, note elbow/knee relation, start turning, taking foot to floor on L then back behind to side sit on R. Switch to lean on R hand, hook L index w/L big toe, do few moves. On back, stand feet, hook R index/toe, explore knee/elbow in/out. Switch to L side, explore. Rtrn to hooking R index/toe, flip knee/elbow in/out. Stand feet, interlace hands behind head, lift head/elbows, note pressure backwards, press there to initiate lifting head. Hook R index/toe, L hand behind head, flip knee/elbow in/out, lifting head when easier, pressing back into floor, noting relation to lifting/lengthening leg. Switch arms/leg, rpt OS. Rpt on R side w/o hand behind head, still lifting head when creates ease. Stand feet, lower knees R towards floor, track head response, explore variations. Stand feet wide, L knee stays up, tilt L knee inward, then allow L knee to go L also, rpt variations w/head, then alt tilting knees R/L, flop few times. Tilt R knee in towards floor in middle, feel through spine to head, rpt OS. Tilt both knees L/R alt. Hook each toe w/index fingers, pass knees/elbows in/out, symmetrically, asymmetrically. Sit, lean on both hands, stand feet, tilt knees L/R, belly for/back w/knees side/side. Same position, keep L knee vertical, R knee to L towards floor in middle. Rpt OS. Sit, feet standing, knees touching, kiss knees. Add sliding knees against ea other. Lean on hands, knees apart, tilt R/L, note chg. Sit, lean on L hand, hook R index/toe, circle foot around L/R, when to R into side, slide foot back towards L hand, turning, lifting R knee. Rpt OS. Sit, lean on R hand, hold over top of R foot w/L hand, lift lower foot, flip knee in/out elbow. Rpt OS. Do easy foot & create same difficulty have on other side, do/undo. Hold one foot w/both hands, pass knee in/out. Rpt OS. Rtrn to initial movement, hooking index/toe, swinging foot/leg around L/R. Small groups discuss structure of ATM.

### Discussion #099 – Alan Questel

#### ATM structure

CD#10/T08 [26 min] DVD#S05-7 Scene 2 [26 min]

What is the lesson about, side bending, hip joints, mind/attention, ribs, shoulders, arms, feet. Can't predict what the lesson will be about for a person. Use of head was brought in differently. Pressing into the floor, which can be a meta theme in lessons – ground force. What "kinds" of ATMs are there? Flexion lesson can create more extension. Categories are arbitrary yet useful. Take the function out of the lesson so habits are activated. Rolling is an activity or function. Walking is an activity. What activities are related to morning lesson – putting on shoes, biking, etc. Bell hand for: coordination, differentiation, calming neurological. Eyes & sucking neurological? Developmental: crawling, flexion, eyes, sucking, rolling, side bending. Orientation – internal/external. Five lines/device. Initiation/intention as strategy. Proximal/distal reversal-strategy or kind of lesson.

### ATM Teaching #18 – Alan Questel

#### Give directions in 3 orientations

CD#10/T09 [20 min] DVD#S05-7 Scene 3 [56 min]

Get all 3 people to do the same movement w/few different instructions. ATM instructions are gentle commands. Large group gathers afterwards to share. "Prescribe the problem", have everyone do what someone is doing when it's not what you are asking. Not pointing someone out during ATM. Use of humour is delicate.

### Discussion #100 – Alan Questel

#### Nonviolent Communication Video part 2

CD#10/T10 [92 min] DVD#S05-7 Scene 4 [98 min]

Improve as giraffe: How do I want to live/be? (consciousness about our values) Practice. Member in giraffe community.

### ATM Lesson #115 – Alan Questel

#### Pretzel legs #2, holding foot, rolling to stand foot in hand

CD#10/T11 [33 min] DVD#S05-7 Scene 5 [34 min] Source: Amherst '80

On back, stand feet, hold R foot w/R hand, roll, bring R foot into L palm. Stay w/ foot standing, remove L hand, slide R hand on floor around, over head to R side, rvrs, feel twist, knee stays vertical. Hold L foot w/R hand, palm to sole, lift/lower, imagine. Rpt OS. Leave L foot standing R of R leg, interlace hands behind head, slide head/shldr L/R. L leg long, stand R foot, L palm forward, direct R knee into L palm, R foot can lift. Alt taking R knee/foot into L palm over to L. Rpt OS. Stand foot to opp side, hands hold at ankle/below knee, roll/rtrn, stomp foot to floor. Rpt OS.

## Day 48 Wednesday June 10, 2009

### Discussion #101 – Alan Questel

#### Nonviolent Communication process

CD#10/T12 [18 min] DVD#S05-8 Scene 1 [41 min] & Scene 2 [3 min]

Groups of 4, one person share about a conflict. The other three listen and help them 1. Make an observation 2. Identify the feeling 3. Identify the need 4. Make a request. Sharing in larger group afterwards. Tony's group shared. Alan: film Brown Eye – Blue Eye about racism. Experiment of Judgement day. Ginny's comment of being with a group of friends listening. Making a request, if person doesn't comply, then have to make a choice.

### ATM Lesson #116 – Alan Questel

#### Hooking the big toe #4, sitting towards heels, sitting & all 4's

CD#10/T13 [62 min] DVD#S05-8 Scene 3 [76 min] Source: Amherst '80

Sit, soles tog, lean on L hand, hook R index/toe, flip knee in/out elbow, expand movement to bring R foot to stand to L and then back on R to side sit. Rpt OS. Stay in side sitting, let go of foot, lift L knee and lower R knee to mid, play w/W sitting. On hands/knees, sit back towards heels, pause, place L foot to R sole and sit back towards heels. Rpt OS. On elbows/forearms/knees, overlap feet again. On hands/knees, move pelvis side/side, note which way head responds, head/pelvis can come together on side, everything can move tog to side w/o bending, or head/pelvis go opposite directions. Rpt on elbow/knees. Rpt w/knees tog then wide apart, compare. Knees tog, feet apart, sit back between heels. Cont, explore flex/extend of back. Hands/knees, slide R foot out to R, bring R heel towards floor to inside/outside. Sit, lean on hands, stand feet, slide R foot back, drop knee to floor in middle, inside of foot and knee to floor. Stand L foot, R leg long, swivel leg around to behind so inside of R knee/foot are on floor. Rpt OS. Sit, L leg stand, swing R leg back to R, bending knee, pivoting. Less pivoting, allow L knee to come towards floor/middle. Rpt OS. On back, stand R foot, swing L leg out to side and bend so foot is near pelvis. Rpt OS. Stand feet wide, tilt R knee towards middle/floor, alt R/L knee. On hands/knees, knees tog, feet apart, sit back between heels. Sit w/soles tog, hook R index/toe, take knee in/out elbow, swing foot around to each side. Rpt OS. Groups of 6 discuss lesson.

### Discussion #102 – Alan Questel

#### ATM structure

CD#10/T14 [27 min] DVD#S05-8 Scene 4 [28 min]

Share about groups. Center of gravity raised. Harald shared about differentiation between flex/ext of lumbar and thoracic spine. Handout of strategies, meta themes and categories. Clarification of makeup of days. Ray about bringing FM into other modalities, like dance. Scanning and references.

### ATM Teaching #19 – Alan Questel

#### Give directions in 3 orientations #3

CD#10/T15 [7 min] DVD#S05-8 Scene 5 [52 min]

Look for pattern of initial movement then give 2 variations evoking same pattern from some place else. Return to the initial variation.

### FI Exploration #42 – Alan Questel

#### Exploration in side lying, moving against the ground

CD#10/T16 [19 min] DVD#S05-8 Scene 6 [42 min]

Partners, one lying on side, other sit behind, think of turning person from different hand holds/moves and think how it relates to their contact with the ground. Ended w/large group discussion.

### ATM Lesson #117 – Diana Razumny

#### Breathing into upper chest, on back

CD#10/T17 [46 min] DVD#S05-8 Scene 7 [48 min] Source: AY#179

On back, stand feet, lift/lower pelvis. Leave lifted, inhale, expand chest. Rpt, expand only upper R chest, lung, ribs, armpit. Legs long, rpt w/R upper lung, think pushing out from inside. Stand L foot, lift L side of pelvis, fill upper R lung. Rpt OS Legs long, sense clavicle/sternum/ribs w/breath. Stand feet, lift pelvis, inhale, expand into C7. Stand L foot, interlace hands behind head, lift head, expand lower R ribs. Rpt OS. Feet standing, expand area of inside shoulder blades, down to waist. Cont w/head lifted, moving expansion around, up/down, L/R. Stand L foot, R arm long overhead, roll R, hold/lift head w/L arm, expand into armpit. Rpt OS. On front, arms overhead, forehead on floor, expand area of

diaphragm, note asymmetry and exaggerate, move around, note lower back backwards. On front, R knee up to side, roll L, L arm extended overhead, R arm over top of head, lift head w/arm, expand into upper L chest. Rpt OS. On front, R arm extended overhead, head turned L, L arm bent in front of face, push from L standing toes up to R, expand R upper chest. Rpt OS. On front, both arms overhead, expand into upper, toes of both feet stand/push, pelvis/head lifted. Rtrn to back w/L foot standing, R arm long overhead, L arm/hand holding head, expand into lower ribs on R side. Rpt OS. On back, feet standing, (explore seesaw breath), hands lift head, expand chest on exhale, 30x's.

**Day 49 Thursday June 11, 2009**

**Discussion #103 - Alan Questel**

ATM Practicum introduction

CD#10/T18 [5 min] DVD#S05-9 Scene 1 [6 min]

**ATM Teaching #20 - Staff**

2 or 3 students teach ATM lesson to classmates #1

CD#10/T19 [100 min] DVD#S05-9 Scene 2 [103 min]

2 or 3 students teach ½ of class 45-minute lesson following by discussion in 2 groups with one group recorded with Diana.

**ATM Teaching #21 - Staff**

2 or 3 students teach ATM lesson to classmates #2

CD#10/T20 [97 min] DVD#S05-9 Scene 3 [98 min]

2 or 3 students teach ½ of class 45-minute lesson following by discussion in 2 groups with one group recorded with Alan.

**ATM Teaching #22 - Staff**

2 or 3 students teach ATM lesson to classmates #3

CD#10/T21 [79 min] DVD#S05-9 Scene 4 [80 min]

2 or 3 students teach ½ of class 45-minute lesson following by discussion in 2 groups with one group recorded with Alan.

## Day 50 Friday June 12, 2009

### ATM Lesson #118 - Alan Questel

#### Hooking the big toe #5, twiddling toes, back

CD#10/T22 [69 min] DVD#S05-10 Scene 1 [84 min] Source: Amherst '80

On back, sense toes, showed metatarsals on skeleton. Sit, hold R foot w/R hand, use L hand to move first metatarsal separate from other. Work across foot, adding one at a time. Hook R index/toe, lift, swing foot L/R, all the way to side sit and then standing foot to L. Leave R foot back in side sit, hold/move metatarsal of little toe, and work across to big toe. Rtrn to little toe and pull/bend. (Talk of position making a diff, Ramachodran's book on phantom pain). ROB Side sit again, rtrn to R toes, pull little toe away/to side from other toes, cont on, adding toes, feeling through ankle, lower leg, knee. Rtrn to hooking R index/toe, lift/swing R/L. Rpt OS. Sit, soles tog, hold outer edges of feet w/hands, pass elbows/knees in/out in different configurations. Both knees to L/R of elbows. Rpt on back. On R side, hook L index/toe, flip knee in/out elbow. Rpt OS. On back, both knees to one side/other, rpt in sitting. Sit, hook both toes, both knees to L, slide R leg on L.... Rpt OS. Sit, feet standing, lean on hands, tilt legs side/side. Feet standing, slide L leg back to side sit, rpt w/R leg, then both to one side/other, cont w/o leaning on hands. Sit, hook one toe, lift/swing foot L/R, rpt OS.

### Discussion #104 - Alan Questel

#### ATM structure

CD#10/T23 [10 min] DVD#S05-10 Scene 2 [11 min]

Small groups discussed first then large group came together. Harald: summary of lesson with idea of moving whole body from foot. Steve: bell hand connection. Alan: why hooking the toe? Pushing from 2<sup>nd</sup> metatarsal in walking. Don't have to understand lesson to teach it. Constantly learning. Alan's story of getting depressed about his practice.

### Discussion #105 - Alan Questel

#### Between-segment guidelines & evaluations

CD#10/T24 [20 min] DVD#S05-10 Scene 3 [21 min]

Read handout for guidelines. About NVC DVD and copying materials.

### FI Exploration #43 - Alan Questel

#### Turning in different positions

CD#10/T25 [22 min] DVD#S05-10 Scene 4 [78 min]

Partners, one in sidelying, practitioner sit behind, explore turning, feel through to the floor. Think of whole person from where you're touching. Have person roll from side to back & continue thinking about turning. Large group discussion.

### ATM Teaching #23 - Alan Questel

#### Give directions in 3 orientations #4

CD#10/T26 [5 min] DVD#S05-10 Scene 5 [28 min]

6 with 3 teachers, 3 in 3 positions, give 1 instruction, switch positions so all 3 experience each position w/ same direction.

### ATM Lesson #119 - Diana Razumny

#### Painting with soles of feet, on back & front

CD#10/T27 [53 min] DVD#S05-10 Scene 6 [53 min] Source: AY#111

Feet standing, imagine R sole w/paint, paint floor, moving foot to/away, up/down. Rpt w/L leg long. Stand L foot, rpt, compare. Cont w/L leg long, attn to not pressing hard to remove paint, light touch. On front, bend knees, bend/straighten one/other, compare. On back, feet standing, paint w/R leg L/R, knee stays in mid. Cont w/L leg long and slid to L. Stand L leg, cont. Diff? On front, bent at knees, move R foot to/away, flex/ext at knee. Compare to L leg. On back, stand feet, paint w/L leg, up/down, rpt above steps. Stand feet, paint w/R foot to 4 extreme points, for/back, L/R. Combine to make circle, foot moves relative to knee, lower leg makes cone shape. Cont w/L leg long. Note chest/breath. Rtrn to L leg standing, cont, compare. On front, bend knees, bend/straighten, compare. On back, stand feet, circle L leg, rpt OS. Stand both legs, circle both feet, same direction. Feet apart, opp directions. Note timing, both feet in mid at same time? Freer hip joint faster. Switch directions. Knees tog/apart? On front, bend/straighten, diff? Rpt painting moves w/feet while on front. Circle feet same time then one leg at a time. Quick in one direction, switch. Hip joint moves w/pelvis. Rpt OS. On back, feet standing, circle feet, painting, note diff. Join legs, make 10 circles one way/other. Note relation feet/pelvis. Chg dir. Compare feet. On front, legs spread/bent, circle same time, opp then same direction, change direction. ROB, note pelvis on floor, breath, chest, btwn shldr blades, base of neck.