

## Day 1 Monday April 2, 2012

### ATM Lesson #01 – Diana Razumny

Skeletal & 5-line scan, rolling side/back/side to sitting

CD#01/T01 [50 min] DVD#S01-1 Scene 1 [50 min] Source: Amherst inspired; Dennis in NC

### Discussion #01 – Diana Razumny

Introduction to the training

CD#01/T02 [32 min] DVD#S01-1 Scene 2 [32 min]

Diana: About first segment. Talks about this being an immersion training. What is going to change? Students share what they feel will change. Room use. No note taking during lessons. The CDs and DVDs with come with a synopsis with bare bones notes. About corrections and exploring the movements. Right/wrong issue is very big in the method. Growing your self image. If strong reaction to lesson probably something important there.

### ATM Lesson #02 – Diana Razumny

Flexion #1, dots & lines, folding forward, on back

CD#01/T03 [42 min] DVD#S01-1 Scene 3 [43 min] Source: Amherst inspired

### FI Exploration #01 – Diana Razumny

Observe head lifting & about ATM teaching

CD#01/T04 [37 min] DVD#S01-1 Scene 4 [49 min]

Groups of 4. 2 people watch other 2 lying on back, knees bent, lifting heads. Get overall view, look for contrasts between the 2. The 2 watches chat about what you noticed. Be aware of your language and how you talk about the 2 students on the floor. Groups of 4 discuss experience of observing. Switch roles. Group discussion. Tadd: many ways to lift head in how you use your body. Rubia: As doing it we were thinking about it. Being observed makes us change how we move. Diana: Once you are being observed, how it changes your movement. Here we will get comfortable with each other but with the public we don't want to put them on the spot. We want them to focus inside and not think about how they look and how they are being observed so we want to keep ourselves out of the way as much as possible. Here we will have to work out how to be together, be supportive and make a safe space for each other. We will bring in skills about lanuaging. I hope to bring in Jake Eagle to learn some lanuaging things. We are working with the whole person. How you talk in teaching ATM is very important how it affects the students learning. ATM is not just a set of instructions. It is a relationship with the students. Sandra Blakesley may come again to speak with us. What is important is asking the questions and not the answers. Dance between trainer and students as we all learn together. We are looking for ways to support you to know yourself to ask your own questions.

### Discussion #02 – Diana Razumny

Big ideas of the Feldenkrais Method

CD#01/T05 [30 min] DVD#S01-1 Scene 5 [48 min]

Start with **Elegance of Hedgehog** by Muriel Baybery (audio min 40–49). What does this have to do with FM? Big idea? Groups of 5 create list of 7 BIG ideas of FM. Group discussion: Bridging body/mind spirit; hope from shared experience; How do we connect and relate? How do we tune in to what is going on as you watch/touch someone?; resonating; New possibilities, potential and choice; Integrity, integration; ATM from simple to complex or complex to simple; Nonhabitual and novel movements.

### ATM Lesson #03 – Diana Razumny

Rolling side/back/side to sitting continued quick/slow

CD#01/T06 [31 min] DVD#S01-1 Scene 6 [31 min] Source: Amherst inspired; Dennis in NC

### ATM Teaching #01 – Diana Razumny

Create stick figures for ATM

CD#01/T07 [19 min] DVD#S01-1 Scene 7 [37 min] Source:

Groups of 4, 1 large piece of paper per group. Revisit lesson, someone as model, look for 5 lines in the person in position.

## Day 2 Tuesday April 3, 2012

### Discussion #03 – Diana Razumny

#### Check in & student application handout

CD#01/T08 [5 min] DVD#S01-2 Scene 1 [5 min]

Diana handed out a compilation of student professions and interests from their applications sans names.

### ATM Lesson #04 – Diana Razumny

#### Seesaw breathing #1

CD#01/T09 [55 min] DVD#S01-2 Scene 2 [56 min] Source: ATM Book #4

### Discussion #04 – Diana Razumny

#### About breathing ATM & anatomy and drawing ATMs

CD#01/T10 [29 min] DVD#S01-2 Scene 3 [29 min]

Rubia: emotions come up with this lesson. Diana: About emotions during ATMs and content not necessary but to experience somatically and allow. Comments about difficulty of lesson and other experiences. Anatomy program on iPad showing torso with ribs, vertebrae and diaphragm. Talked about mechanism of breathing. Then drawing program showing stick figures for positions in ATM. Good to practice drawing stick figures for ATMs. Talked about using notes for teaching ATM.

### ATM Lesson #05 – Diana Razumny

#### Flexion #2, dots & lines, folding diagonally, on back

CD#01/T11 [68 min] DVD#S01-2 Scene 4 [69 min] Source: Amherst inspired

In the middle demo with Eleanor and skeleton to show movements of hip joint. Talked about directions from self and in relation to environment – in front, overhead, etc. Talked about using images within and how to use imagination to touch others.

### Discussion #05 – Diana Razumny

#### Facebook group shown on video

CD#01/T12 [10 min] DVD#S01-2 Scene 5 [9 min]

### ATM Lesson #06 – Diana Razumny

#### Seesaw breathing #2, twisting, on side

CD#01/T13 [53 min] DVD#S01-2 Scene 6 [53 min] Source: AY#430

### FI Exploration #02 – Diana Razumny

#### FI Lesson with Tim

CD#01/T14 [61 min] DVD#S01-2 Scene 7 [61 min]

Interview. First based on pains and problems. Then asked about “what would you like to do better.” Sitting at end of table: moving pelvis forward and back. Then opening and closing knees, then combining the two with same rhythm and then different rates. Lying on back. Positioning height of head. Lifting head and importance and intimacy of touching someone’s head. Rolling head. Lifting head. Lifting shoulders. Then with hand placed on sternum while lifting shoulder. Importance of use of self. Diana constantly adjusting her body to stay relaxed and skeletally supported. Supporting movement to clarify. Worked more with torso then at end legs with feet standing. Then coming up to stand and walk.

## Day 3 Wednesday April 4, 2012

### ATM Lesson #07 - Diana Razumny

#### Rolling head between hands (perturbed head rolling)

CD#01/T15 [44 min] DVD#S01-3 Scene 1 [44 min] Source: Amherst 6/18/80

Discussion at end about neurological type of lesson. Dizzy from changing vestibular system. Glasses part of habit.

### Discussion #06 - Diana Razumny

#### About ATM Lesson & the method

CD#01/T16 [56 min] DVD#S01-3 Scene 2 [56 min]

It's not a choice unless you have 3 options. Process is exploratory rather than goal. It's a journey. Learning ATMs from the inside and using intuition depending on circumstances. Creative process that takes the whole being not just learning a lesson, it's being authentic. Subjective rather than objective goals. Inner experience. Structure versus but what happens on subjective level can't diagnosis. Structure versus magic/creativity/spontaneity. Culture of fixing problems. Teachers will gravitate to lessons we love. As we learn more we'll develop new favorite ones. Method based on system but comes from the intuitive. Recognizing when brain lock occurs. More can recognize the brain lock can apply with others. Going against the grain of the culture. Shift going on in cosmos and we have opportunity to exemplify being more authentic. Change. Peace within/without.

### FI Exploration #03 - Diana Razumny

#### Curiosity & Contact arm on chest though layers w/feedback, guided

CD#01/T17 [60 min] DVD#S01-3 Scene 3 [71 min]

Quoting Moshe: Fr. "Self-fulfillment from Organic Learning" Human being is born tabula rasa. The only really quality that is innate in human beings is curiosity. Academic learning has nothing to do with your own growth, except by accident. Main quality is curiosity.

Everyone on mats. Can you imagine a sensation that goes along with being curious? Feel sensation of certainty in a somatic way. Flip then to being curious and feel the somatic experience of curiosity. Where do you feel the difference in yourself? Keep going back and forth between those 2 sensations. Feel how each have a place in your life. Then think about the sensation when you are listening to someone. Then go back to curiosity. Group discussion about experience.

So in FI practices conjure up that state of curiosity. Into place of not knowing with both the toucher and the student. Open yourself up to that state of curiosity in the process of touching and being touched. So think about what you are going to stay before talking and then come from a place of curiosity. We will continue refining the process so learning happens.

Guided exploration: Student: Bring one arm across chest. Practitioner: Bring the hand to just touch the clothing and then skin. Feel the skin contact. Then under the skin the tissue and then the bone. Back off in steps. So dropping in from surface of sweater and then skin, tissue and bone. No imposing movement. You each have your own experience. Then again feeling through to sternum. Then when in full contact, student lifts shoulder and practitioner follows. Switch roles. Then discussion.

### ATM Lesson #08 - Diana Razumny

#### Flexion #3, diagonal hip/shoulder, elbow/knee

CD#01/T18 [45 min] DVD#S01-3 Scene 4 [46 min] Source: Amherst Year 1, 1980 (AY#446 Ideal bending)

### FI Exploration #04 - Diana Razumny

#### FI Lesson with Tadd

CD#01/T19 [69 min] DVD#S01-3 Scene 5 [69 min]

Interview. Mostly physical problems. Diana drawn to hands and feet. From last ATM had Tadd bend ankle and knee. Moving each leg. One side moves more and other side less and is more stable side. Continue using movements from ATM. Gravitated to feet and worked with left foot with short roller on bottom surface. Worked with bones of foot and ankle. Diana sitting on table with Tadd's left leg on lap working with leg. Later back to left foot rolling marker pen on bottom of foot. Working with bones in toes. Sitting at head lifting head and then arm across chest, then arm moved over forehead with movements through shoulder. Moving upper torso with both arms over chest. At end left foot contact on table.

## Day 4 Thursday April 5, 2012

### ATM Lesson #09 – Diana Razumny

#### Seesaw breathing #3, with coughing, barking, laughing, mooring

CD#01/T20 [44 min] DVD#S01-4 Scene 1 [44 min] Source: Esalen #14

#### Potent Self, Page 114

*Breathing and incorrect posture.* Holding the breath is the clearest observable sign of incorrect posture or *acture*. Many people hold their breath in one way or another. The body image they have formed is such that they have to produce a preparatory rearrangement of their throat, chest, and abdomen before they can speak or initiate any motion whatsoever. In some the disturbance is so manifest that the chest is fixed in the position of inspiration or expiration continuously. The normal ventilation is upset, with profound effects on the acid-base balance of the blood. In conditions of extreme alkalinity of the blood, the muscles contract indiscriminately at the slightest stimulus coming from the outside, or at the initiation of any act, and tetanization takes place. In extreme acidity, as in diabetes, no muscular response can be elicited; there is a state of coma. The alkalinity of the blood can be markedly increased by excessive loss of carbon dioxide; exhaling forcibly by blowing for about two minutes brings about an increased neuromuscular excitability, which is first detectable in the region of the mouth and fingers. The phenomenon is complex. For example, if the exhaling is done, not by blowing, but by sharp pushes forward of the lower abdominal muscles (as a dog does when barking), no inconvenience is observed even after prolonged repetition. Habitual faulty holding of the breath is normally found together with muscular excitability, and vice versa. Reciprocity seems to be necessary for any function that is a continuous process.

### ATM Lesson #10 – Diana Razumny

#### Flex/extend ankles/wrists

CD#01/T21 [32 min] DVD#S01-4 Scene 2 [32 min] Source: Amherst June 10, 1981

### Discussion #07 – Diana Razumny

#### About ATM Lesson

CD#01/T22 [30 min] DVD#S01-4 Scene 3 [31 min]

Galen: about experience of lesson. Tim: about walking and changes. Amy: about experience. Diana: Moshe would always start workshops with flexion. It is more primitive. Later the combination of how flexion and extension work together becomes important. If say, the front part of the body is in extension then the back part of the body needs to be in flexion. It doesn't work if the front and back are both in flexion. Galen: About turning your arm was second level of activity happening in fingers changing. Diana: Hand opens and closes as you turn your arm. Tadd: Moments when everything shut down and nothing was possible. Diana: Changing orientation can be very confusing. You can count on confusion in room when teaching. Sometimes stop and start again to avoid frustration of just trying harder. In personal life, good to take a break, change attention and then come back to the issue/situation. Galen: In art projects have to step back and return later. Tadd: Shower provides that change. Tim: Take breaks from task. Diana: Take breaks when teaching. New discussion about trademarks, certification... People posing as Feldenkrais practitioners without the proper training weaken the work.

### FI Exploration #05 – Diana Razumny

#### Feedback process with head rolling, guided

CD#01/T23 [105 min] DVD#S01-4 Scene 4 [76 min] & Scene 5 [49 min]

Demo of head rolling with Eleanor. Creating motion like if you are standing and turning your head. Where would your head be in relation to your torso? For propping, example in sitting, hang head back and turn head, hang head forward and turn head, head on top of spine and turn. Feldenkrais related to function so we want to have the head at the level it would be for standing. So add and subtract pads under head in lying until it feels right to student. Important to be very respectful when moving a person's head. To start movement, first watch them roll their own head, then rehearse bringing hand to head before touching, find own comfort. Finally land on head, flat hand, have person roll their own head, you go along for ride. First, is practitioner comfortable at head of student. Breathing is good. First touch air, skin, tissue, bone, and then roll head very gently, sensing. Then eventually you will feel past the head into spine. Feedback: practitioner pause each time asking for the 4 distinctions of feedback described below. Flat hand rolling, less about you, more about them feeling their movement. Explanation of feedback during FI practice. Artificial structure of communication as exploration to set up for open lines of communication in future FI practices in partners. Distinctions in feedback: pressure, pace, range, direction. Practitioner asks, "How is/was that pressure?" Student replies, "I would be curious/interested to feel more/less pressure." Or "I could easily attend to my sensation of the movement." Practitioner repeats if wants firmer/lighter and then asks, "Would you like it even lighter?" etc. Do that in each category. Actually access feeling of curiosity before you say you are curious. Practitioners access curiosity when listening to what they say. This structure is to help with building blocks

towards useful feedback in future practices. Switch roles after lunch. Group discussion. Diana referenced Ruthy Alon - "Mindful Spontaneity" and also referenced Anna Halpern, a famous Californian dancer who brought Moshe to the USA.

## **FI Exploration #06 - Diana Razumny**

### **FI Lesson with Galen**

CD#01/T24 [41 min] DVD#S01-4 Scene 6 [39 min]

Interview. Galen noticed forward and back twisting in hip and biases in shoulder and kink in neck. Watch Galen walk across room. Noticed one arm hanging very different than other arm. Start in sitting on table. Left side. Go with pattern as principle of method. Hearing problem in right ear. Working with arm and shoulder on left side. From behind palpating spine. Then more active on floor lengthwise on roller. Diana sitting at head holding Galen's crossed arms. Then at feet holding legs, switching stability with one foot on floor and other held up. Moving pelvis on roller side to side.

## **ATM Lesson #11 - Diana Razumny**

### **Foot to head, rolling to side to sit**

CD#01/T25 [61 min] DVD#S01-4 Scene 7 [61 min] Source: San Francisco Evenings Vol 2 #6

Lesson taught to the public as well as the training students.

## Day 5 Friday April 6, 2012

### ATM Lesson #12 – Diana Razumny

#### Bend up/down, sitting & leaning on hands behind

CD#01/T26 [54 min] DVD#S01-5 Scene 1 [54 min] Source: Alexander Yanai #86

### Discussion #08 – Diana Razumny

#### About ATM Lesson

CD#01/T27 [11 min] No video

Galen: About affect of lesson from years ago. Diana: Leap in skill level later on. Terrie: Doing too much and frustration. The journey is the lesson. Tim: wrecked last night with headache. Overdoing causes headache. Learn to back off. Laurie: After migraines have to take things really slow. Learned from curiosity talk. Focused on using skeleton. Tim: was public ATM recorded. Good to have. Bear: Yes, it was recorded. About classes notes by students on Facebook Group. To form a document for each segment.

### ATM Teaching #02 – Diana Razumny

#### Hand-to-foot holds

CD#01/T28 [26 min] DVD#S01-5 Scene 2 [35 min]

Groups of 5. One group do 1 hand-to-foot holds from handout of photographs. Handholds are from previous ATM of lengthening hamstrings. Then each student in group teach 1 student from other group. Teachers can't show movement. Have to use language only. Teachers share their experience with Diana (not recorded). Switch roles. Group discussion. Tadd: About Rubia lanuaging instructions with English not as first language. We are also learning new language. Rubia: How to learn the terms and how to use less words. Diana: Have Rubia give instructions. Rubia: Gives instructions to group. Tadd gives instructions. Diana: Good to hear lots of teachers because they will use somewhat different words. How to keep refining language based on what you see people doing. Tadd: About last night to the public Diana had to keep repeating to keep thumb with fingers. Diana: We think we're doing what's being asked, but not necessarily so. How many imagined the movement in themselves before describing the movement?

### ATM Lesson #13 – Diana Razumny

#### Flexion #4, hand holding foot, lengthening leg

CD#01/T29 [48 min] DVD#S01-5 Scene 3 [48 min] Source: Esalen #11 Lengthening hamstrings

### Discussion #09 – Diana Razumny

#### About ATM Lesson & comments

CD#01/T30 [10 min] DVD#S01-5 Scene 4 [11 min]

Tim: about balancing experience from one side to all of body. Diana: We trust that brain will balance from the contrast. Tadd: variations in lessons to include things that seem to make sense at the moment to include. Diana: In the beginning stick with structure as given and the spontaneous things will grow from experience of doing and teaching the lesson. Laurie: Fine to have lesson. Request to relieve tension in neck and back. Diana: Have you ever had a lesson leaning over the table. Laurie: We can try it.

### FI Exploration #07 – Diana Razumny

#### FI Lesson with Laurie D.

CD#01/T31 [8 min] DVD#S01-4 Scene 5 [47 min]

Started kneeling over the table but this position didn't work for Laurie's neck. Switched to lying on her back. Sensitive neck so had Laurie put props under her own head and Diana started working with her feet, far away from the neck and head since this is also the first time Diana has worked with Laurie. Then moved to left hand and forearm. Then right hand and forearm. Then back to feet.

### ATM Lesson #14 – Diana Razumny

#### Diagonal lengthening of arms & legs, on back & stomach

CD#01/T32 [51 min] DVD#S01-4 Scene 6 [51 min] Source: San Francisco #14, 8/24/77 Mia Segal

Discussion at end of lesson to conclude the week.

## Day 6 Monday April 9, 2012

### Discussion – Diana Razumny

Check in

Not recorded

### ATM Lesson #15 – Diana Razumny

Foot to head, rolling to sit, ATM Book version

CD#02/T01 [45 min] DVD#S01-6 Scene 1 [45 min] Source: ATM Book #8: Perfecting self-image, edited

### ATM Teaching #03 – Diana Razumny

Comparing teaching of foot to head lessons

CD#02/T02 [17 min] DVD#S01-6 Scene 2 [32 min]

Groups of 3. Compare notes from teaching of Foot to head versions from Thursday public teaching to this morning. Explore teaching from 2 sets of barebones notes. First just read the first few steps and see how the reading is received. Group discussion. Diana: Start with notes but then make your own notes to teach. Can use stick figures, pictures, etc. to make it work for you. You will get a set of my notes to use with the DVDs to play with. More a reference guide and start exploring how to make your own notes. The more you do the lesson the more it will be available to you as you teach and you will be able to watch the people more.

### ATM Lesson #16 – Diana Razumny

Ankle/knee/hip-flex/extend/circle, on back

CD#02/T03 [42 min] DVD#S01-6 Scene 3 [42 min] Source: AY#?

### FI Exploration #08 – Diana Razumny

Review head rolling with rolling leg in/out

CD#02/T04 [16 min] DVD#S01-6 Scene 4 [67 min]

Started with discussion about injuries and fear in doing movements. Then groups of 4. Review head rolling with 3 students. Group discussion. Laurie: how very easy to roll the head. Easy to relax into Amy's touch. Tadd: Good to go back and teach new students. Had to remember what happened. I did remember so can relax about note taking. If I worked then she also worked. Diana: Don't want it to be perfect. Want to find the spots that have a glitch so you can learn something. Talked about changing the speeds. FI doesn't have to be completely passive. You can engage the person and have them move. Showed one group on short roller about switching hands as you roll the head. We are trying to create an environment where the person feels themselves instead of feeling you moving them.

### ATM Lesson #17 – Diana Razumny

Tilting bent legs, on front, London version

CD#02/T05 [44 min] DVD#S01-6 Scene 5 [44 min] Source: London: Carriage of the head

### Discussion #10 – Diana Razumny

About ATM Lesson

CD#02/T06 [8 min] DVD#S01-6 Scene 6 [8 min]

## Day 7 Tuesday April 10, 2012

### ATM Lesson #18 - Diana Razumny

Interlacing fingers and toes

CD#02/T07 [44 min] DVD#S01-7 Scene 1 [44 min] Source: Amherst

### Discussion #11 - Diana Razumny

Barefoot running & 5-toe running shoes videos

CD#02/T08 [27 min] DVD#S01-7 Scene 2 [23 min] & Scene 3 [11 min]

### ATM Lesson #19 - Diana Razumny

Lifting the head & shoulders with 5-line scan

CD#02/T09 [49 min] DVD#S01-7 Scene 4 [50 min] Source: Esalen #1

### Discussion #12 - Diana Razumny

About ATM Lesson

CD#02/T10 [15 min] DVD#S01-7 Scene 5 [16 min]

Student comments about lesson. Diana reads from Moshe. Moshe felt it was extremely important to feel these lines. If you can get down to the lines a lot of the muscular, mental, emotional stuff is out of the way. When having trouble with any movement, go with the imagination, it works. Difficult to attend after over a week of training. Slowly you will be able to attend more. Just let it go and it will be there for another time.

### FI Exploration #09 - Diana Razumny

FI Lesson with Mary Alice

CD#02/T11 [76 min] DVD#S01-7 Scene 6 [75 min]

Honor yourself to use your imagination and not force movements. Give yourself the luxury of not having to do it all. Monitor the judge. Attracted to your shoulders but looking for other areas away from the "problem." Position lying with back on table, feet on wall, legs at 90 degrees. Later in sitting with Diana in front of Mary Alice. At the end worked with walking. Discussion: Why did you work with Mary Alice on wall. It reproduces sitting but different for the brain. Then using lesson of lifting and lowering feet and ankles. Shows connection between ATM and FI. Also to get away from the "problem" of the shoulders. When giving a lesson you also get a lesson because I am accessing kinesthetic sense of what I am doing. So sensing it inside and then guiding the student. About mistake of having Mary Alice get back into her shoulder habit to point out we make mistakes and then figure out a better way. Laurie: Do you ever go directly to the "problem"? Diana: Yes, but not when an acute area for sure. Galen: About going with the pattern. Diana: Yes, but that is different than going with the "big deal." Tadd: Using props for ATM? Diana: Not usually, but sometimes a pad or towel under head when it helps movement and doesn't stop movement. Moshe came up with the hands on work first and later invented the ATM modality. About Nonhabitual movements and how they are challenging to people.

### ATM Lesson #20 - Diana Razumny

Lifting arms and legs from floor, front & back

CD#02/T12 [56 min] DVD#S01-7 Scene 7 [56 min] Source: ATM Book #3: Fundamental properties of movement



## Day 8 Wednesday April 11, 2012

### ATM Lesson #21 – Diana Razumny

Directing the breath, in various positions

CD#02/T13 [48 min] DVD#S01-8 Scene 1 [48 min] Source: AY#175

### Discussion #13 – Diana Razumny

About ATM Lesson

CD#02/T14 [18 min] DVD#S01-8 Scene 2 [18 min]

Galen: Position got me curious. Should I go back to that place? Diana: You will be doing all kinds of explorations on your own and with study buddies between segments. One rule is to follow your curiosity. Amy: Question about movement. Laurie: Why do we get dizzy. Diana: Changing the vestibular system. Adjusting to new postural musculature. Regulate it by backing off. Julia: Breathing more oxygen can cause dizziness. Breathing helped upper rib problem. Amy: Had problem lately again of nauseous experiences that I had years ago. Tim: Depth of exploration in breathing ATMs. Diana: Seesaw breathing good place to start to teach. Tadd: Be careful with the breath. Found myself pushing too much and have to back off. Not necessary to do them in such a big way. Work towards minimal breathing.

### FI Exploration #10 – Diana Razumny

Touching spine, guided

CD#02/T15 [70 min] DVD#S01-8 Scene 3 [76 min]

Projector for anatomy with iPad on screen. Guided exploration. Lying on front. Practitioner on lower spine land and sink in by layers to find bone contact. Practitioners move up along spine and check own comfort and position. Different parts of spine will feel different. Feel tissue to have a general idea of territory before deeper into bone contact. Quality of tissue. Locate spinous process very gently. Slide off of it into trough of muscles. Move to second and third person. Then switch roles. Group discussion about experience.

### FI Exploration #11 – Diana Razumny

FI lesson with Terrie

CD#02/T16 [60 min] DVD#S01-8 Scene 4 [81 min]

On table prone, one leg slide up to side. Then use props for spaces under ankle, hip and shoulder for comfort. Finished lesson on back. Group discussion afterwards.

### FI Exploration #12 – Diana Razumny

Observation of head lifting

CD#02/T17 [2 min] DVD#S01-8 Scene 5 [10 min]

Groups of 4. Diana demos of three ways of lifting the head: Forehead first, then chin, then hen pecking. 2 head head and 2 watch. Then switch.

### ATM Lesson #22 – Diana Razumny

Hen pecking with head, sitting on chair, arms resting on prop in front

CD#02/T18 [49 min] DVD#S01-8 Scene 6 [49 min] Source: AY?

Projector showing chicken head.

### Discussion #14 – Diana Razumny

About ATM Lesson

CD#02/T19 [16 min] DVD#S01-8 Scene 7 [16 min]

TED talk by Ramachandran on mirror neurons.

## Day 9 Thursday April 12, 2012

### FI Exploration #13 – Diana Razumny

#### Observe sit to stand

CD#02/T20 [5 min] DVD#S01-9 Scene 1 [6 min]

Groups of 3. In sitting 2 people watch one person and then rotate through. Observe curve in neck and lower back as you watch each other sit to stand. Look how they use their eyes. Where do they place their feet. Look from side.

### ATM Lesson #23 – Diana Razumny

#### Sit to stand

CD#02/T21 [23 min] DVD#S01-9 Scene 2 [23 min] Source: ATM Book #1 What is good posture?

### FI Exploration #13 continued – Diana Razumny

#### Observe sit to stand

CD#02/T22 [33 min] DVD#S01-9 Scene 3 [37 min]

At end of ATM return to observing sit to stand in groups. Then group discussion. Diana: Moshe's idea was that whatever happens you can move. Demo with Tim sit to stand. Start easy with pads on table. Then took away pads 1 by 1 as movement was easier. So start at an easy place. Julia: About extenuating lumbar curve. Diana: that extension takes head back, which is counterproductive. Head needs to come forward. Rubia: variation to side to stand up. Diana: Coming over 1 leg can be easier. What is the advantage?

### ATM Teaching #04 – Diana Razumny

#### Teach Tilting Leg ATM notes

CD#02/T23 [48 min] DVD#S01-9 Scene 4 [100 min]

4 ATMs from ATM Book to study between segments (#3, 4, 7, 8). You pick one to focus on.

Using tilting legs notes: each person read and do on own. Then 4 groups of 3 teach each other. Group discussion. Demos with Laurie and Julia about tilting with legs together with lengthening. Show projector of Tilting legs photo notes – child squatting.

### FI Exploration #14 – Diana Razumny

#### FI Lesson with Eleanor

CD#02/T24 [48 min] DVD#S01-9 Scene 5 [61 min]

Interview. Serious past injuries. Leaning over the table. Take over the work of shortened muscles in back. Afterwards group discussion. Muscles lengthen as the result of shortening them.

### Discussion #15 – Diana Razumny

#### ATM study options on computer

CD#02/T25 [11 min] DVD#S01-9 Scene 6 [11 min]

Boulder training blog on screen. Facebook demo? Sponsors. Study buddies.

### ATM Lesson #24 – Diana Razumny

#### Edges of the feet lifting/lowering, on back

CD#02/T26 [53 min] DVD#S01-9 Scene 7 [53 min] Source: AY#433

Quote from Sherrington from the "Felt Sense"

### ATM Lesson #25 – Diana Razumny

#### Tilting bent legs, on front, ATM Book version

CD#02/T27 [57 min] DVD#S01-9 Scene 8 [57 min] Source: ATM Book #7 Carriage of the Head

Taught to the public and students.

## Day 10 Friday April 13, 2012

### Discussion #16 – Efrem Razumny

#### Training materials

CD#02/T28 [10 min] DVD#S01-10 Scene 1 [10 min]

### ATM Lesson #26 – Diana Razumny

#### Flexion #5, Bringing head & elbows to knees

CD#02/T29 [46 min] DVD#S01-10 Scene 2 [47 min] Source: Moshe San Francisco Evenings

### FI Exploration #15 – Diana Razumny

#### Sensitivity in touch

CD#02/T30 [25 min] DVD#S01-10 Scene 3 [28 min]

Groups of 3 take turns putting hand into corn starch mixture. If go fast then it is hard. If go slow then you can sink into starch. Pairs, one lying on back with 1 leg standing and practitioner at feet. First move their knee quickly. Then gently move knee in and out. Students allow practitioner to move your leg. Practitioner: allow soft contact letting hands melt into knee and melt into moving knee and feel hip joint and student feel hip joint. Switch roles. Then while taking knee side to side very slowly while person on floor role head slowly. Feel for where there is a grab in the hip. Switch roles. Group discussion.

### ATM Lesson #27 – Diana Razumny

#### Sit to stand and lie to sit

CD#02/T31 [38 min] DVD#S01-10 Scene 4 [39 min] Source: Diana

### FI Exploration #16 – Diana Razumny

#### FI Lesson with Rubia

CD#02/T32 [45 min] DVD#S01-10 Scene 5 [45 min]

Interview in sitting. Lifting sitbones in sitting and noticing differences. Sitting on roller with hand over head and sidebending. Then worked with Rubia at the piano. On small roller. Many different head, neck, torso positions while Rubia played. Then roller out and Rubia played.

### ATM Teaching #05 – Diana Razumny

#### Describing position

CD#01/T33 [15 min] DVD#S01-10 Scene 6 [24 min]

Groups of 4. Rotate through different roles. Teacher, student, mover and witness. Mover enacts movement. Mover is behind student. Teacher lanuaging position to student. Group discussion about experience.

### Discussion #17 – Diana Razumny

#### Between segment activities & closure

CD#02/T34 [57 min] DVD#S01-10 Scene 7 [57 min]

Between segment activities – handout. Study buddies to check in with about your activities to give you support. The trios that picked the same ATM to study. Talk with buddy about the study of your lesson as well as with the trio. With ATM you choose: do from CD, then watch DVD of your classmates doing it, then put on CD for friend or family member and watch them do the ATM. If they have confusion you can help them. Sponsors: I will talk to your sponsors and they will be calling you. Make a plan for yourself about doing ATMs. Use the recordings, mix and match. Share on our Facebook group, check it for info and recordings. I will post ATMs that you haven't done in class. Review FI explorations from Segment with friends and family.

### ATM Lesson #28 – Diana Razumny

#### Segment Review

CD#02/T35 [67 min] DVD#S01-10 Scene 8 [67 min] Source: Diana