**B3 YEAR 3 SEGMENT 9 LEARNING ACTIVITIES**

The online learning activities continue to be opportunities to further explore your learning on your own and with all your colleagues. Engage in your own experience/learning from the activities and please then share with your colleagues - your questions, comments, ideas .................

There are no specific weekly activities this segment - please don't let this stop you sharing your learning.

**This segment you have two projects that are mandatory - the first & second activities.**

FIRST ACTIVITY - Taking ATM into FI

This activity has been designed as a group learning activity - one where you will need to find ways to formulate, discuss, and clarify your intentions, on your own, and then as a group, and take them into action.

Within your learning group you have been divided into 2 groups - see list following.

HUMERUS/JULIE

Group 1 - Mary, Megan, Beverley-Anne, Erin

Group 2 - Susan, Jim, Liz, Catherine

ULNA/JANET

Group 1 - Naomi, Anna, Sarah, Olga

Group 2 - Justine, Kylie, Nancy, Roger

RADIUS/JENNI

Group 1 - Jenny, Grace, Rita, Brian

Group 2 - Kim, Lisa, Phil, Julian

Each group will select an ATM lesson that they feel comfortable with and work out how to take the ATM into an FI lesson. The level of challenge is up to the group.

You will then teach this ATM lesson, and then present it as an FI lesson, with your thinking behind it to members of another learning group (a group of 4 people) in the next segment. By this I mean that you will demonstrate your thinking both in terms of your ideas and how you would concretely put them into FI, to the other learning group members, as if you were giving them ideas of how they could give this lesson to a client. You will then give this FI lesson to a member of the other group.

Presenting the ATM and FI - you can use the following questions to comment on your process of teaching the ATM and deciding on how to take the ATM into FI.

* What is it powerful to learn in this lesson? - learning objectives, both in terms of learning to learn and the functional movement pattern/organisation that this lesson could evoke in someone's self image.
* What is powerful learning and what promotes it? - guiding the learning process during the lesson
* How do you know if it has been learnt? - assessment and feedback

You will address these questions in your presentation.

\*\*\*\*\*\*\*\*\*\*\*\*In this activity I am not looking for you to work with the particular wants/needs of the person you will be giving the FI to, but rather what this lesson offers generically for anyone to have the possibility of experiencing, much as in giving an ATM lesson to a class.

In terms of presenting the ATM to the other group you can choose if you want one or several presenters - see it as an opportunity to further refine your ATM teaching skills.

With the FI presentation be as creative as you like in terms of taking the ideas from the ATM into FI practice. You will have a full morning session (3.5 hours including a break) in the second and/or third week of Segment 10 for your complete presentation - teaching the ATM (1 hour), presenting how you would take it into FI (1 hour), then giving the FI to a colleague (1 hour). Presenting in the second week should give you time in the first week to get together as a group and consolidate your presentation ideas.

SECOND ACTIVITY - FI observation

Think of one of the FI lessons that you have observed Dr Feldenkrais giving - it could be one of Bill from segment 8, or Raissa from last segment, or you may choose any of the others available from the IFF website - you have many to choose from.

Recall what you did with Zoran in Week 1 of last segment when he presented his case studies.

How would you go about reflecting and writing a story about the lesson you observed - what would be your theme. On reflection could you address the story under the learning categories you are utilising in the first activity.

1. What was it powerful for the person to learn? What were the learning objectives?
2. What promoted this powerful learning? What learning processes/strategies were used?
3. How do you know the person learnt it? What assessment and feedback tools were used?

Could you simply write a précis of what you think would be important to include in your story that would make it interesting reading for a Feldenkrais audience, either your colleagues in the training or the wider Feldenkrais community - whatever allows you to feel most comfortable.

Bring your précis to the next segment and we can share them together. It's always interesting to see different perspectives on the 'same' story.

ATM & FI PRACTICE

Schedule a regular amount of time each week to **PRACTICE, PRACTICE, PRACTICE.**

Find different ways for you to continue to actively engage in your learning.

Reflect on Zoran's ideas of - extending your boundaries, or exploring within your boundaries. When may either be appropriate?

JOURNALS

Please hand in your learning journals to your Learning Group leader by **Friday, September 27th.**

Include in it a summary of your learning as you see it. Where do you currently feel you are in your development as a Feldenkrais practitioner? We'd appreciate a short précis of your reflections on what you see as your strengths and weaknesses in both ATM teaching and FI practice - you could use the list that we used for assessing your ATM teaching that I have included on the following pages (it is just as relevant for your FI practice), and

* how you see you can work to further enhance these abilities
* how you think we as the teaching team can facilitate your further learning in these abilities.

1-3 pages in length is sufficient.

Also continue to feel that you can contact your learning group leader at any time to discuss any questions etc that you have.

Enjoy the learning..................

Julie

1. **SELF USE/PRESENTATION SKILLS**
   1. Introducing yourself
   2. Presence – inviting involvement/engagement in the process
   3. Using your voice, movement, posture to enhance the learning –
      1. Voice – tone, volume, speed, pitch, variation
      2. Movement – orientation to group, finding your comfort, moving/stillness
      3. Posture – length, width, involving more of yourself in your image, stability/instability, able to orient/move in various directions
   4. Confidence
   5. Clarity
   6. TOM for yourself
   7. Acceptance of where you are as an ATM teacher
   8. Responsive/adaptable
   9. Use of language
   10. Modelling being an ‘active’ learner
2. **EXPLAINING THE METHOD/RULES OF THE GAME**
   1. Making the abstract concrete – giving them an enacted experience
   2. Having multiple ways to explain the method and the learning strategies we use
   3. Giving a brief description of the lesson and what they could explore in the lesson
   4. Using your language
   5. Explanations appropriate to audience/context dependent
3. **UNDERSTANDING THE LESSON**
   1. Using the components of TOM – which are more appropriate for the lesson
   2. Essential components of the lesson
   3. An embodied experience of the lesson
   4. Understanding what the different ‘steps’ in the lesson can evoke in their image of the movement
   5. Understanding of Feldenkrais tactics/strategies used in the lesson eg accessory movement, differentiation, constraint, proximal/distal, oscillation, change in orientation
   6. Understanding principles of well organised movement that are guidelines for assessing movement eg moving in 6 cardinal directions, involving more of self in image of movement
4. **CREATING A LEARNING ENVIRONMENT**
   1. Exploring mobilising their intention into action
   2. Fostering a process of inquiry – not goal directed, which includes –
      1. Exploring options/choices
      2. Developing curiosity
      3. Making distinctions
      4. Looking for relationships
      5. Openness to experiment & make mistakes
      6. Going at own pace & timing
   3. Providing opportunities for feedback – self referential
   4. Providing a challenge/sense of achievement appropriate to their level of participation
   5. Developing an open respectful communication
   6. Providing a safe and secure environment
   7. Acceptance of where your clients are in their learning process – non-judgemental
   8. Awareness of different learning styles
   9. Giving a brief description of the lesson and what they could explore in the lesson -foreground/background
   10. An understanding of individual/group dynamics
5. **GUIDING THE LEARNING EXPERIENCE**
   1. Developing an awareness of their learning strategies/styles
   2. Developing and directing their attention and awareness
   3. Developing sensory parameters of movement –
      1. Ease/reduced effort
      2. Comfort/pleasure
      3. Decreased resistance
      4. Reversibility
      5. Adaptable breathing
   4. Having different ways of describing a movement variation
   5. Using the ideas of TOM to enhance their exploration
   6. Exploring relationship between thinking, sensing, feeling and moving
   7. Developing self ownership of the learning
   8. Developing/moving towards a more complete self image
   9. Awareness of different learning styles
   10. Being able to adapt to the class learning needs eg other variations, change of position, supports
   11. Use of stories/metaphors to ‘make a bridge’ to other levels of understanding/exploring their learning
   12. Transferring the learning to other domains of their life
6. **MAKING THE LESSON MEANINGFUL/RELEVANT**
   1. Appropriate reference movement/scans
   2. An understanding of what the lesson may evoke in their experience, and directing their attention to this. Giving them a ‘guide’ to what they
   3. Transferring the learning to other domains of their life – in thinking, sensing, feeling, moving
   4. Understanding their process as a learner and how they enhance/get in the way of their learning
   5. Eliciting what is meaningful for them and using their language to help them make sense/meaning