**BRISBANE 3 FPTP SEG 11 LEARNING ACTIVITIES**

As you have just finished a wonderful segment with Alan, and I could see how many of you were really fully engaged in your FI practice, I thought we should keep the momentum going and keep you really developing your skills in FI before the final segment in June.

Below find two compulsory FI activities, and another compulsory activity on 'Standards of Practice'.

Of course continue with your regular ATM practice - it is essential to your continued learning.

**ALL ACTIVITIES ARE** **COMPULSORY THIS TIME**

**Activity 1: Watching FI**

In the groups of 3 that you were in for your FI practice on the final 2 days of the February segment, could you choose one of the following series of FI lessons from Amherst (all available for streaming on the IFF website)-

* Erin - July 1981 - 5 lessons
* Ken - June/July 1980 - 10 lessons
* Green - July 1980 - 3 lessons

Could you observe each of the FI lessons in the series you choose from 3 perspectives (the questions I have posed are a guide, hopefully you come up with many more) -

1. Your perspective - what do you find interesting or engaging? What questions are evoked?
   1. Do you see any ATM sequences that you recognise - visually and in your sensorimotor experience?
   2. Do you observe any FI sequences you may already practised or seen in other FIs you have watched?
   3. What functional themes do you feel Feldenkrais is exploring/developing in each lesson? Are there any themes that you observe continuing throughout all the lessons? How does he use different orientations to explore these themes?
   4. How does he progress the learning from one lesson to the next?
   5. What do you sense/feel/think/act the person has an experience of differently in their self image at the end of each lesson, and at the end of the series of lessons?
   6. What do you suppose/conjecture their most important learning was?
   7. What ideas would you have for continuing the learning with this person?
   8. Using the model - what the person wants, needs, can accept and utilise - how do you think Feldenkrais meet these criteria over the series of lessons?
2. Feldenkrais' perspective -
   1. How does Feldenkrais use himself throughout the lesson? How does his organisation enhance the learning? Could you 'imagine' in your sensorimotor experience your hands on the person and what you would be sensing/exploring during the lesson?
   2. How does he develop relationship and create a learning environment with the person? Would you have done anything differently?
3. The clients perspective -
   1. Can you 'mimic' the person's organisation and imagine Feldenkrais' hands on you and how you would respond to his questions?
   2. Do you see/sense changes in their breathing, muscle tone, level of comfort, ability to involve more of themselves in the movement, and quality of their movement during the lesson?
   3. Did they seem to be engaged in the lesson? Was their interest/curiosity evoked?
   4. How would their organisation be different to 'mimic' at the end of the series - what different possibilities to act in the world may have emerged?

After observing the lessons on your own, get together with the others in your group and share your learning experiences from the series. Bring your observations on the series of lessons to the June segment, in terms of what you all felt -

* the person wanted in terms of both their spoken and unspoken desires,
* the person needed - in Feldenkrais language,
* the person could accept - how Feldenkrais created lessons to address these needs,
* the person could utilise - how they could use their learning experiences and transfer them to something relevant and meaningful in their life,
* where and how you would progress the persons learning if they were to continue with more lessons.

\*\*\*\*\*\*\*\*\*\*\*\*\*I would highly recommend that individually you watch all 3 series of lessons, so that you can really experience how Feldenkrais adapts lessons to the individual and their needs.

**ACTIVITY 2**: **Giving a series of lessons to a client**

I did suggest this as a 'direction' for some of you in your FI feedback, however I feel that you would all really benefit from doing this, especially in terms of your 'FI Thinking'.

Find someone who is happy to have a series of lessons with you - at least 5, who you feel comfortable working with.

Reflect on each of the questions below, using the guidelines, and come prepared to share and discuss them with your colleagues at the June segment.

1. Can you teach a series of lessons (at least 5) to address what your clients ‘want, need, can accept and utilise’?

* How did you go about the process of investigating what you clients 'wants' were - was this defined at the first session? As you developed a relationship with your client, did this change? What did you see as their 'needs'? How much did this investigation inform your choice of lessons?
* How did you go about the process of investigating what their 'needs' were? What did you see their 'needs' as being? How much did this investigation inform your choice of lessons? Did you adapt this as the lessons proceeded?
* How did you decide what they 'could accept'? How did this influence both your choice of lessons and what you brought foreground in the lessons?
* How did you incorporate what they 'can utilise' into the lessons?

1. Can you choose lessons appropriate to your intended outcomes?
   * Did you have an idea of what you would explore in each lesson?
   * Could you explore similar themes in different orientations?
   * How did you adapt the progress of the lessons to their wants/needs?
   * How did you assess your clients learning progress/engagement throughout the series of lessons and how did this influence your choice of lessons?
2. How do you develop a ‘learning based’ environment?

* What did you do/experiment with to clarify that the FM is about 'learning to learn'?

1. Do your lessons incorporate a range of styles for different contexts or outcomes?

* How did you go about presenting the material that adapted to your clients learning along the spectrum of ATM to FI?
* What did you feel worked well?
* What would you explore differently next time?

1. How are you developing your ‘self-use’ in facilitating the teaching of the lesson?

* What are you discovering about the influence of your 'self use' on both your ease/adaptability in presenting the material, and on how it influences your clients learning?
* Can you sense that it is your ability to stay within quality movement for yourself that most influences the persons learning? Remember our hands (through being a part of our whole self) are feeding into their system what quality movement is, and how we learn to learn.

1. How do you assess and reflect on your, and your clients learning and teaching after the lesson?

* What reflection processes work for you?
* Did you record yourself teaching - sound/video? was this useful?
* Did you get feedback from your clients, in what form, and how did this influence your reflection?

1. How is your own ATM practice informing your continuing learning and development as an FI teacher?

**ACTIVITY 3: Standards of Practice**

Read through the Standards of Practice.

The doc can be downloaded from the AFG website. <http://www.feldenkrais.org.au/literature/2013/07/code-professional-conduct>

Come up with 1 or 2 possible scenarios that you could envision being possibilities that may occur in your ATM or FI practice in the future where these Standards of Practice could serve as a guide for your behaviour in those situations. Come prepared to discuss these scenarios with your colleagues at the next segment.

**Activity 4: Practice development project**

While we were together you formed small groups to undertake a case study in helping our hypothetical colleagues make the transition to the type of practice they desire. Next segment you will present a summary of the issues and decisions that these people would need to make ad your recommendations for them. You may need to do some real world research to get a realistic idea of what is required. If you need access to the Business Planner or would like Jenni to join a skype discussion please contact her. Have fun with any additional advice or suggestions for these people.

**JOURNALS**

You do not need to hand in a journal this time as all activities are mandatory.

Please continue to feel that you can contact your learning group leader at any time to discuss any questions etc that you have before Segment 12, especially anything that you feel would be relevant to your ongoing learning as a practitioner, and that you may like to see specifically addressed in the final segment.

Have fun – enjoy your learning.

Julie