

Development of the guidelines for teaching ATM ad modum Yochanan Rywerant

A) Principles

1. Purposes of the Feldenkrais Method
2. Insights of sensory nature vs. verbal coaching
3. Group situation different from classroom situation
4. Curiosity and interest as learning principles
5. The form of an ATM lesson
6. Goal-directedness vs. attention to process
7. Learning-process associated with raising the level of control
8. Not “correcting “faulty” patterns, but clarifying options
9. The proximal involvement in distally received patterns
10. Efficiency and easy vs. constraints coming from society (cultural), from habits, trauma, of inadequate self-image

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B) Strategy

1. Choosing a central element (chest-pelvis connection, movability of hip joint, of ankle, scapula, upper dorsal vertebrae, or head) then integrating the element's use with different patterns and ways of functioning.

1.1. Involving the cortex and not arouse the self-defense systems:

1.2. Doing the unusual, but in an acceptable way

1.3. Respecting limits (no testing), reducing efforts, "slowly"

1.4. Reversibility, breathing while moving

1.5. Doing one side, to perceive differences (not equalizing)

1.6. Doing the other side in imagination

1.7. Playfulness, increasing speed, group interaction

2. Orientation in space:

2.1. Perceiving the cardinal directions (gravity!), changing of the front

2.2. Appreciating distances (static or dynamic) from the walls, neighbors or any other objects

2.3. Changing the place by moving the pelvis

3. Clarifying sensory feedback (learning the corollary discharge):

3.1. Visual: looking, following (the bug), pointing out

3.2. Tactile: what touches me, where am I supported (weight distribution), changes of supporting surfaces, increasing or decreasing pressure on the floor

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3.3. Kinesthetic: what participates in the pattern (efficient or parasitic participation), appreciating effort or ease, balance, using body-parts for balance, moment of inertia, pointing out participation of proximal parts

4. Proposing patterns of action which are related to the immediate environment (not abstract movements)

C) Tactics

1. When to talk about change
2. When to scan
3. When to interfere
 - 3.1. too much speed, too much effort, indication of direction, changing into goal
4. When to change the course of the lesson
5. How many repetitions
6. When to tell a story
7. Meta-comments
8. Gradation in complexity within the lesson

Planning a series of lessons

1. Graduation in complexity within the series
2. Building around a theme with various integrations
3. Choosing a sequence: flexors, extensors, side position, other positions, twisting, combinations, scanning, interspersing themes