

List of distinction for ATM study
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- 1-title of the lesson (evocative or descriptive)
- 2-scanning of reference (in a variety of positions)
- 3-starting position and other positions
(a combination of configuration -arrangement of joints and bones- and of spatial orientation)
- 4-movement of reference (to which the lesson returns for comparison)
- 5-constraints and progression of constraints (loose and strict constraints)
- 6-movement proposals and movement variations
- 7-pauses (silences, rests, comments, explanations, stories etc.
- 8-movement learning theme (overall movement pattern that justifies the logic of the variations)
- 9-keys in the problem solving (important hints on "how to do the movement optimally")
- 10-meta-themes of learning (pedagogical or philosophical ideas that are not specific to this lesson and are conveyed by short talks, stories, jokes, metaphors, scientific studies, reading reports etc)
- 11-transitions to finish the lesson, to sitting, standing, and walking (relating to the movement learning theme)
- 12-final scanning (in a variety of positions, also in walking or reaching, turning etc.)



Strategies (partial list) for the composition of ATM lessons

Guided discovery

auxiliary movement

.undifferentiated movement

.differentiation of "parts" or segments

change of position

.change of orientation

.change of configuration

.progression of difficulty

progression of constraints

comparison of sides

comparison of before and after

observation of breathing

questions of observation of feelings, sensations, movement initiation etc.

meta theme of learning (pedagogical ideas concretely conveyed by the lesson)

transitions to sit, stand, walk

standing or walking scanning in the end

etc. etc.