

Worksheet for applying concepts from Amherst Week 3 to your Feldenkrais Practice

Concepts: Conscious, unconscious, subconscious — foreground/background — interior/exterior

	From the point of view of the student/client
What does your client dream for themselves on a conscious level? What would your client like to do better? e.g. Please my back feel better; I want better balance; I want to dance the tango	
What would your client like to achieve in their life that they do not know how to express? Take a guess if you are not sure what this would be.	
What does your client/student do for enjoyment, fun, pleasure that connects them to living a well-rounded life?	
List the small motoric habits your client has that help them move forward, toward their goals, their dreams.	
List the motoric habits that hinder your clients' progress toward their dreams.	
List the emotional or thought patterns that help your student achieve their dreams. Place the unconscious and conscious ones in separate categories.	
List the emotional or thought patterns that hinder your client, that prevent them from reaching their goals. Place the unconscious and the conscious ones in separate sections	
List the skills that the client accesses easily when they are involved in pleasurable activities that connect them to a well-rounded life?	
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	From the point of view of a practitioner
Conscious skills of the practitioner: These can be based on your personality, knowledge from a prior career; your personal values as a human being	
Conscious skills of the practitioner based on knowing the Feldenkrais Method®. Your assets can be a favorite ATM lesson, a favorite FI lesson, your technical manual skills	
Unconscious skills of the practitioner: This can be your unacknowledged observations, Memories of ATM lessons, your memories of the sensations felt inside yourself during ATM or FI lessons, etc.	
What are those subconscious skills you have, thoughts that are just below the surface of your mind, that gut-level leap of intuition	
Think of the “shadow” side, of the limitations you place on yourself. Put them in the background.	
Place the unavowed dreams of your student in the background and bring your clients acknowledged dreams and goals to the foreground	
Where do your skills and interests as a practitioner mesh with the interests, dreams, and wishes of your student?	
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Sample worksheet for Talk by Ellen Soloway on January 29, 2018

Topic: Exploration of concepts described by Dr. M. Feldenkrais during Amherst Training

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