USER GUIDE

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Wellness Through Movement
Ages 5-10 years Old
and Adolescents

Edit 04-24-2026

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Links to Get Sensational Attention

https://wellnessthroughmovement.com/getsensationalattention/

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CHAPTER 1 Introduction

The Treasure Hunt

Get Sensational Attention, the animation video program for elementary schools is the accumulation of forty years of research. The WTM program is a physical education program integrating the Feldenkrais® Method with federal physical education standards. The *Home* technique was tested with over five hundred elementary children.

There is a treasure inside children, and Get Sensational Attention (GSA) is a hunt to find that treasure. The missing piece to discovering this treasure is something scientists understand, but parents and teachers do not know about. Children are bundles of sensations that guide their attention. Within the physicalness of impressions, there are precious treasures yearning to be discovered. Only by giving children space and time to turn within, can their minds discover its full value.

Beneath the words of every conversation, there are driving energies of bodily sensations. Within bodily sensations, for children, there are words of conversations. These sensations govern what they hear and how they listen (or not listen).

GSA is a children's animation video program to uncover the treasures interconnecting mind, body, and spirit. With the program, children learn from a deeper place inside themselves called *Home*. *Home* is a kind of space inside their physicalness and a sense of the whole child. Charles Sherrington, a Nobel Prize neurophysiologist, termed a sense that detects proprioception. Harvard neuroscientist, Edwin Boring called it "the sixth sense." (Boring, 1933, p. 231) Proprioception is a sense of movement and bodily position located in muscles. With training, this sense helps detect character and patterns of behavior. The treasure to is to experience this type of sense.

Foundational to how a human being learns, develops, and establishes one's sense of self happens *between* the mind and body. This sense, what will be called *Home,* is unique in each child. Children are living, breathing, miracles of a multibillion-dollar feedback system, their youthful physiological dimensions of the mind.

The treasure hunt begins by looking for the physicalness of children's minds. It is the backbone of how they understand themselves and others. With attention turned deep inside, children plug into awareness of their emotional and mental processes.

Finding *Home* is finding a circular dialogue within attention and corporeal presence. A

type of dual attention, from the inside to the outside, is created. When dual attention is available there is a transformative feeling of the self, the presence of *Home*. Being in *Home* widens children's perception and fuels and broadens awareness of "who" they are. More important, who they become. Their perception anchors within the space unique to their treasures.

This sense, the presence of *Home*, is the most foundational yet overlooked process in education. It is not just about calming reactions and emotions, but about coming more from the heart of who they are. In the calm, patience grows and ears open. More importantly, the most profound treasures of themselves germinate their lives.

Home discovers a sensory awareness of space within the embodiment of cognition. Therefore, finding the *Home Breath* starts with finding a curiosity for internal spatial awareness. This type of spatial awareness affects more than the mere physical. Internal spatial awareness opens up a multisensory organization of postural, temporal, visual, and proprioceptive movement directives interrelated to perception. (Stein, 2012)

To sense dynamic properties and organizations in the body, the brain has to pick up the spatial perception within. A cognitive scientist from Boston University, Stephen Grossberg, once told me that perceptual processes stabilize when the brain gets informed of spatial and motor processes.

Overview of the Process

The GSA program divides the learning of *Home* into five segments. Each stage is intentionally slow and organic, like a new plant taking root in the gardens of children's lives. Children watch less than two minutes of the animation video each week. After viewing, segment questions are asked—both immediately and throughout the week—as relevant situations arise.

When life feels difficult, applying the technique can be harder. Begin with smaller, manageable moments. For example, before addressing emotionally charged situations we use *Home* after learning the *Big Tiny Bubbles* lesson (A New SENSORY Self Awareness, p. 48). Due to patterns already wired in, adults may need to pause, take a walk, get aerobic exercise, or talk with a friend or counselor before they feel ready to try the method themselves.

Two Ways to Use the Program

1. Education to Calm Down Emotions and Feel the Culture of *Home*
When *Home is* shared as a culture, it becomes a way to handle reactions and nurture aloha. The technique helps attention shift from reactions to a dual awareness to address the conflict. From dual awareness, there is a space that opens between the two perspectives. And a natural feeling of connection to one another changes the self towards a kinder, compassionate place of understanding.

The GSA video can be used on its own with families. When a family or school embraces the technique, children remember it and continue using it for years. Principal Garcia (2009–2014) reported that five years after introducing the method at Kohala Elementary, children were still using the *Home.* "Pono" (Home) breath was used as a school culture. "Pono" in Hawaiian refers to goodness, moral qualities, and wellbeing.

2. Education to Change the Trajectory of Development
Emotional and mental processing is not just a "top-down to bottom-up" practice. *Home* unites the ecology of sensory sublayers to the mind. *Home* unveils these sublayers to a consciousness. Attention moves from the mind (top-down) into the physicalness of the body. Then sensations, from the bottom-up, are used to clarify thinking, emotions, and physical challenges. Most important, this type of embodied cognition opens pathways for self-care, self-direction, and personal growth.

As children develop a clearer sense of their bodies, they gain a clearer sense of their physical, emotional, and mental processes. This clarity can shift a habit before it becomes a significant challenge. Over time, this embodied awareness becomes a lifelong treasure, especially for children with learning difficulties.

Questions in Segments The questions listed in the Segments section help to guide children into personal reflection and self-understanding. Use one or more questions depending of the age of the children.

Both approaches—*Home* as a cultural practice and *Home* as a personal journey—turn problems into opportunities for growth. To help recurring behavior patterns, both are needed. For children with cognitive disorders, movement reeducation lessons are essential (see Part II of WTM or contact your local Feldenkrais® Practitioner).

Want Science?

> ***"The brain's low-level sensory and motor circuits do not just feed into cognition; they are cognition."*** **(Scientific American Mind, Jan/Feb. 2011)**

Why Exhalations?

Deep exhalations send signals through the vagus nerve that help calm the heart rate. Research shows that long, deep breathing reduces perceived stress and lowers heart rate (Wheeler & Wilkin, 2007). Conscious breathing centers the nervous system and prepares it for receptivity. Psychiatrist Stanislav Grof uses breath work to shift perception, ease depression, and access insights into the human psyche.

Why Attention to the Movement of Vibration and Sound?

Cathy Kerr, a neuroscientist at Brown University working with Harvard Medical School, conducted pioneering research on how directing attention to body parts can improve health. Her work, published in *The Journal of Neuroscience,* links spatial attention, intersensory visual-auditory tasks, and the somatosensory cortex (Jones, Kerr, et al., 2010). When attention and movement come together, the subtle movement in the vibration of sound (Hoooommme) and breath, a functional integration between mind and body occurs.

Why the word *Home*?

Saying the word *Home* naturally relaxes the body. The "H" or "Ha" softens the face, neck, and chest. The sound and vibration of "O" drops the diaphragm and releases the abdomen. The "Mmmmm" sound closes the mouth and guides the exhalation through the nose into the torso. These movements of vibration drop sensation from the head into the lower body, releases tension, and supports the unity of mind and heart. Research on long exhalations, breathing, and their physical and mental benefits is extensive (Nestor, 2020).

The technique using the sound of *Home* brings children's minds into their bodies and creates a space. When attention rests on the movement of breath and sound, muscles release. This is the first step toward sensing embodied-cognition.

Many schools and teachers use the breath already. Take the use of breath a step further and sense the body, and body ownership improves. Body ownership is a neuroscience term studying the sense of self through the feeling sensation of the body. As attention and movement integrate, body ownership develops. Body ownership shapes the sense of self. The self has muscular-skeletal tendencies. Muscles move according to the mind's patterns of perception. The forming and molding of movement patterns develop through behavior. From these patterns, the mind determines what is possible.

Refuge of Home

For children, *Home* represents a place of refuge. Although the WTM program was originally developed for children with developmental disorders, work in both public and private schools revealed that many children need such a refuge. The practice of *Home* offers a place of inner calm—a place of aloha that is always available if they choose it. When a school community embraces the technique, children learn to choose it. *Home* resets emotional reactions and shifts children toward centeredness and negotiation. (See lesson: Ho'oponopono Home, Mitchell, 2013, p. 46).

Is *Home* Spiritual?

This practice will feel spiritual for some people. Each soul has its own journey, and breath becomes inseparable from the rhythm of that journey. Breath crosses between the involuntary and voluntary nervous systems, shifting with every thought, emotion, and action. It is the body's natural biofeedback system for wholeness—and when breath ends, so does life. In this way, *Home* is a spiritual practice, yet it is equally a scientific modality.

Is Finding *Home* helpful for Adults too?

For adults who want to understand how to adapt the *Home Breath* for themselves, see Segment II, *Adult Corner.* The Segments offer guidance on how to explore *Home* in practical, accessible ways during a day. To deepen the practice further, refer to the "Notes and Background" section in the book (p. 69) for the lesson *Personal Bubbles No Place Like Home Breath.*

Before You Begin

1. Start Here

Introduction videos

How to talk WITH Kids Introduction 1 (1:58)
How to talk WITH Kids Introduction 2 (4:19)
How to talk WITH Kids Introduction 3 (6:50)

Links: https://wellnessthroughmovement.com/long-track-gsa-lessons/

2. Make The Program Your Own

Every method used in Wellness Through Movement is adaptable to research and school protocols. Fit the culture of your school, home, and Wellness Through Movement (WTM) practices will enhance those ways. If the word or sound of *Home* does not feel right, choose a different term. We use *Home* to represent a safe refuge inside. However, at Kohala Elementary School, for example, they used the phrase *Pono.*

3. Introduce Spatial Awareness, Inside and Out

The 2020 pandemic has heightened awareness of the importance of spatial awareness for our health, safety, and interconnectedness. Nature, in its own way, also teaches consciousness first through spatial awareness. Spatial awareness (SA) is first learned through our relationships with others and the space around us. From there, narrow the body's outer space to internal spatial awareness (*Lesson Sequences,* p. 35). These two forms of spatial awareness—inside and out—must learn to work together. This dual awareness becomes the foundation for all learning, especially critical thinking, self-direction, and executive functioning.

SA is often thought of only as the space outside the body. However, it is a two-way relationship between the environment and where the body is within that environment. In addition, without a sense of body ownership, psychological challenges can occur. Actions and what is perceived are different. When children become aware of their inner presence, their external awareness naturally improves.

Children first learn from boundaries. These outer boundaries help them sense where their bodies are in space. Once children can locate themselves externally, the next step is developing spatial awareness inside the body. External and internal awareness are as interconnected as the head and the body—each teaches the other. External awareness fosters respect for others and the environment, while internal awareness supports understanding of physical actions, and emotional and mental processing.

To teach spatial awareness neurologically—the body mind connection must be experience. Children must sense differences in distances. During a pandemic, getting close to others was unsafe, so these lessons were not only key to development they were required. Was the pandemic a means of evolving consciousness?

In human physiology, spatial awareness and emotional processing work together to support cognitive development. The body is central to this integration. The spatial physiology of motor patterns includes muscular contractions shaped by familiar behavioral stories. Internal spatial awareness sustains the narrative behind the SA of the self. More importantly, understanding the relationship between the space inside the body and the space "out there" helps children separate old behavioral stories and find a unique treasure within themselves. See the "Segments" section to learn how their stories can transform into treasures.

Once family bubbles learn spatial awareness of their surroundings, the "Segments" section of this User Guide will teach internal SA. As teachers and children review the segments, parents are encouraged to follow along at home.

Learning Spatial Awareness and Different Age Groups

Kindergartners to Second Graders
Younger children need practice sensing their bodies in space before learning the *Home Breath.* The key to teaching spatial awareness at this age is to address both the space outside the body and the space inside it. *Personal Bubbles Freeze Dance* is an ideal game. For additional activities, see the book. (Mitchell, 2013, p. 35).

Third to Fifth Graders
Older children—typically ages eight to ten or eleven—need to understand why both forms of spatial awareness matter and how the body can express its own intelligence. On page 34 of the reference book, the lesson *Muscle Testing for Water* introduces children to sense the intelligence of their muscles (Mitchell, 2013, p. 34).

For older children use the *Hula Relay Personal Bubbles* lesson instead of *Personal Bubbles Freeze Dance* lesson. (Mitchell, 2013, p. 58) Relay races through obstacle courses are another effective way to teach external spatial awareness. By adding *Home*, the race also teaches internal awareness.

Children are far more likely to participate when they see adults joining in—whether playing the games or practicing the *Home Breath*. For more ideas on internal and external spatial awareness games, refer to the reference book (Mitchell, 2013).

For Adolescents and Adults

Adults and adolescents over ten years of age may have a harder time finding *Home*, and will likely need to spark their curiosity. Below are some approaches that helped older children become interested in *Home*.

> One way to introduce the "brain of the body" is through the lesson *Muscle Testing for Water*, as mentioned above. (page 34) For adults teaching adolescents, review this video by Dr. Dan

Siegel and Young Brains. For those wanting a deeper understanding of the science behind the developing connections of the brain and body, see the presentation by Catherine R. Mitchell, "Six Body-to-Brain Strategies".

Be a Role Model

If older children and adults resist trying *Home*, willingness often mirrors is around them. Teach this at a younger age and make it a routine. When adults are open-minded and playful about exploring *Home*, children tend to follow. Experience what it feels like to be in *Home* and what *Home* can teach, and your children will flourish. For many adults, doing the *Home Breath* experience shifts in perception. If attention is placed in the area of sensation where the "*Home Breath"* ends, and stays aware of that area in the body perceptions shifts.

Tips to Save Time

- Introduce the GSA program at the beginning of a school year, during a transition in the environment, or at the start of a new week.
- Recall the use of *Home* throughout the day. The time needed to learn *Home* can be shorten to as little as two weeks if children experience its results during challenging times.

CHAPTER 2 Steps for the GSA Program

"Children are feeling creatures that think, not thinking creatures that feel."
Jill Bolte Taylor, Neuroanatomist

All Video LINKS:
https://wellnessthroughmovement.com/getsensationalattention/

Step 1 | Introduction Videos

How to Talk WITH Kids Introduction I (1:53 minutes)
How to Talk WITH Kids Introduction II (4:49 minutes)
How to Talk WITH Kids Introduction III (6:50 minutes)
Get Sensational Attention animation video (7:56 minutes)

Step 2 | Spatial Awareness and the Body That Thinks

of Games and Lessons 1, 2, & 3 (*See more games in the book)*

Step 3 | Segments

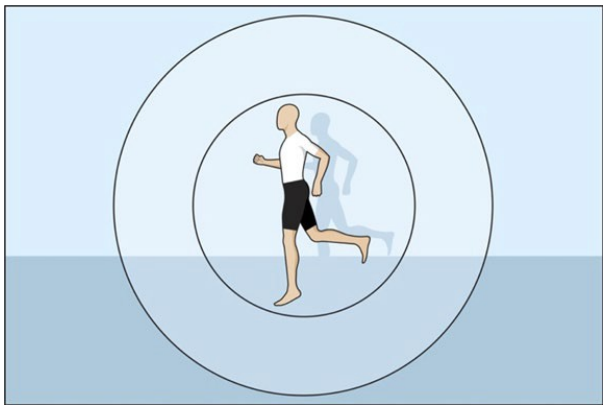
View Segment of the Animation Video:
Get Sensational Attention
Apply User Guide Segment Questions to the Video Content
Reference Questions to Daily Circumstances
Situations: upset, social behavior, conflict resolution, or academic learning.

CHAPTER 3 Spatial Awareness Inside and Out

Sample of Games

Big Tiny Bubbles

From the book *A New Sensory Self Awareness*
For older children ages 8-10 see *Hula Relay* lesson (p. 58)



OBJECTIVES

- To develop more spatial awareness within the body, and in relationship with others to the environment

- To build respect for others

PREPARE

- Recommendation: Do *Personal Bubbles Home Breath* with this lesson.

- Equipment: Boom box or iPod for music, clock with second hand or stopwatch, cones (optional: hula hoops).

- Set up boundary line for movement area. The size depends on the number of participants. For 20 students, set up a 25 x 30-foot area (smaller area to create a challenging option).

- Optional: Create different boundary shapes on the floor with cones (if outside) or tape (indoors). Make triangles, squares, circles, or diamonds or use hula hoops as directed below to create areas that are off limits during the game.

- Hydrate

- Explain the objective of the game: While the music plays, participants move around the designated shapes without bumping into each other. If they bump another participant, they have "popped" their Personal Bubble, and the music or timer stops while everyone freezes. If any participants are hyperactive, have them run in place outside the boundaries or practice the *Home Breath.* Once they are calm and in aloha, they may rejoin the game.

GO!

Begin Big Tiny Bubbles

- Play the music and/or start the timer. Observe how long participants can move within the boundaries without touching one another or if you are using shapes on the ground, not stepping on them.

- After two touches, stop the game and ask the children to find *Home.* Refer to the *Personal Bubbles Home Breath* lesson (page 27).

- Repeat the activity, but this time have participants imagine BIG bubbles around their bodies, which naturally keeps them farther apart. Time the round again to see how long they can move without bumping. Optional: Participants may hold hula hoops around themselves to define their bubbles.

- Repeat once more, but now have each participant imagine a TINY bubble around their body. Encourage them to move as close as possible to others—without touching. Stop and start the music or timer several times. Invite participants to notice how they feel when others come close.

- Compare the times from each round and discuss why the durations changed. Optional: Increase the challenge of space awareness by placing hula hoops on the floor. Instruct participants to avoid touching each other or the hoops. They may hop over the hoops if they do not touch anyone.

CLOSING

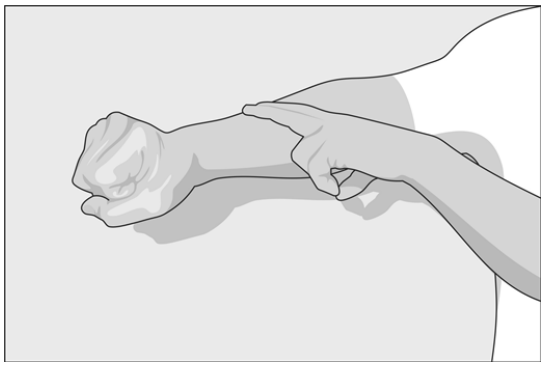
Reflections

- Return to the beginning of the lesson by having participants imagine their Big bubbles again with the music and timer on.
- Ask: *Did the amount of time change between the first game and the last one? Why do you think the time changed? How is Big Tiny Bubbles connected to respect?*
  (Hint: Awareness of physical space is a sensation that supports memory and spatial orientation.)
- Ask: *How can we increase awareness and respect for one another by noticing our own bubbles and the bubbles of others? Will this awareness be helpful at home, at school, at work, or during play?*

Sample of Games continued

Muscle Testing for Water

From the book *A New SENSORY Self Awareness*
Stumping the intellect, Used with Both Older and Younger Children



OBJECTIVES
Does the body think?
Help children sense subtle sensations and the need for water

To give credibility of muscle testing see the work by David Hawkins, M.D., Ph.D., "Qualitative and Quantitative Analysis and Calibration of the Levels of Human Consciousness" (Hawkins, 1995).

PREPARE

- Equipment: Drinking water
- Reflect (See Getting Started)
- Ask participants to notice how they feel sitting at their desks before and after the lesson

GO!

Begin Muscle Testing for Water

1. Ask participants if they need water
2. Ask participants to line up and put their arms perpendicular to their bodies, straight elbows, making a fist, and "be strong."
3. While they are strong, ask them if they need water.
4. Push down gently but firmly on their forearm:
   If movement is jumpy or weak, they need water.
   If you have difficulty measuring differences:
   Ask participants to repeat this statement: "My name is _____ (their name)."
   Note the level of strength in their arm.
   Then repeat the statement but have them make up a name.
   Test again and have them notice the difference in the strength.
   Repeat testing arm after drinking lots of water.

CLOSING

Reflections
Notice the difference of how you feel compared to the beginning of the lesson? What is different?

NOTES

Why We Do the Exercise

This exercise helps children learn how to care for themselves by sensing subtle bodily cues—such as the need for water. It may be surprising to think that muscles can sense hydration levels, but muscles respond to emotional, physical, and mental states. They can feel sadness, stress, or tension, and they also react when the body needs water. When hydration is low, the body's systems become taxed.

When We Do the Exercise

- Condition: Difficulty focusing, paying attention, before testing or stressful circumstances
- Behavior: Poor posture, tired, bored, fidgety, hyper, aggressive, nervous, anxious, trouble with attention, flustered

Staying hydrated is a simple and effective way to support children when they are struggling to concentrate.

BACKGROUND

A lack of water can contribute to sluggishness, fatigue, and difficulty concentrating. Water dissolves salts in the body to create electrolytes, which the brain and body rely on to communicate between cells. Electrolytes carry the electrical signals that allow one neuron (nerve cell) to send information to another. This communication process is the foundation of cognitive processing (Hannaford, 2005).

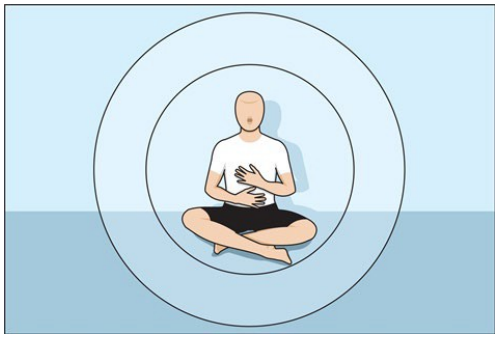
To support higher brain functioning, the world-renowned method Brain Gym® uses a technique called muscle testing. Muscle testing functions similarly to a biofeedback tool. Many health professionals—including acupuncturists, psychologists, and chiropractors—use muscle testing to help determine appropriate remedies for their patients.

Lessons for the Body

From the book *A New SENSORY Self Awareness*
Ages 4-8

Personal Bubbles Home Breath
https://wellnessthroughmovement.com/personalbubbleshomebreathlesson/

Pancake Body with a Pocket
https://wellnessthroughmovement.com/pancakebodywithpocket/



OBJECTIVES
Personal Bubbles:

- Develop self-awareness through sensations from body to mind
- Develop compassion, trust, and respect for self and others

No Place Like Home Breath:

- Finding *Home*, become aware of the feeling of *Home* inside the body and how it influences the mind
- Foster the ability to change perception through physical sensations
- earn breathing strategies to center mind and body

CHAPTER 4 Segment I

SEGMENTS TO VIDEO

I Can You Hear Me? Where Is Your Attention?
II Upset or Angry? Try the *Home* Breath
III Feel the Change? And You More Clearly
IV The Magic of *Home* It's a Feeling
V Listening from *Home* Love What It Does

Overview of Segments
Each segment builds on the next, teaching the natural, organic process of how the body and brain work together. When you think about the interconnections between segments, you begin to feel this organic process unfolding between mind and body.

- Segment I introduces the participant's familiar patterns of character and their usual direction of attention.
- Segment II shifts attention from "out there" to inside the body.
- Segment III highlights differences in perception, internal processing, and how a situation changes when attention shifts inward.
- Segment IV brings awareness to the new consciousness that emerges in *Home*—how perspective and attitude toward a circumstance change.
- Segment V reviews the entire process, emphasizing the personal and relational changes that occur when in *Home*.

How to Use the Segment Questions
The questions in each segment are not meant to have right or wrong answers. They are designed to "Ping-Pong" attention between mind and body, helping children explore how their physical sensations and thinking relate. Segment questions are asked after children watch the segment and again when relevant situations arise.

The experience of *Home* will be new every time. The and the child's state of mind shape the "treasure hunt." Notice the gestures children make as they try to answer the questions. Their gestures often reveal what they are feeling inside their bodies and what they are trying to express. Help them connect these bodily sensations with their words.

Go slowly. Be patient. Wonder with them about how they are finding their *Home*—and who they are becoming. Review the terms physicalness, *Home*, and embodiment in the glossary to better understand the intention behind the questions.

Why the Sequence Matters
The most important aspect of the Segments is how each one connects to the next. The process teaches from the body to the mind. The body includes qualities of movement in actions, sensations, and emotions. As children learn to sense these qualities, their thinking becomes clearer, and the integration of body and mind becomes a lived experience.

Segment I (1:37 minutes, starts at 0:09)

Can You Hear Me?
Where is your attention?

KEY POINTS: Where's Attention? What is happening in your Actions? Where is your Attention when Hearing?

Adult Corner

This segment helps children take an initial step learning an awareness of how actions with attention and without attention can change the ability to hear.
Listening isn't just about sound waves (Stein, 2012). The WTM first step in addressing attention and listening from the body-to-the-brain is to have the verbal directions mirror the actions children are doing. Instead of wanting children to listen to the adult by saying, "If you can hear me clap once, (teacher claps hands etc.)." Instead, the children become aware of what they are doing when they can't hear through actions. What is most important is to help them feel themselves not listening. When their actions are verbalized, children hear a direction and feel the physicalness of the words.

For example, Jimmy and Sarah (in the video) didn't hear their teacher because their attention was on the crayons. Go stand by the child and speak demonstrating it is hard to hear when eyes are focused on something else. The teacher can then mirror the actions of the children by saying the action they are already doing, "Please put the crayons in the box." When directions are already what the children are doing, ears open. Then the next direction could be, "If the crayons don't fit, please put them in your desk and return to your seats." This process of giving direction by mirroring actions helps children hear you and notice their own actions, and what they can and can't hear. Then their ears and hearing will open to your request. In other words, teach awareness of the presence of their internal world to the external world to get attention. More is explained in the book, (Mitchell, 2013, Listening Bubbles, pp. 50-51, and 74).

Segment I reframes the traditional idea of “timeout” as a punishment into a “time in” as an opportunity. Reactions such as anger, blame, or impatience often occur when attention is pointed “out there.” Listening and attention shift according to long-established behavioral patterns wired through the musculoskeletal system.

After reviewing the video and the questions below, guide children into an experience of *Home*. Help them feel the difference between the physical sensation of *Home* inside their bodies and the emotions they experience. Ask students to compare what it feels like to be “in *Home*” and “out of *Home*” during class and recess.

Note: If a child (or adult) is very upset, pause before trying the *Home Breath.* Take a break, move, or do an aerobic activity first. For some children, listening has never been easy. If this is the case, consult a counselor.

Segment I: Questions Adapt questions to circumstances during the week.

1. Have you ever gotten in trouble and not known why?

2. Have you ever been unable to hear someone speaking right next to you?

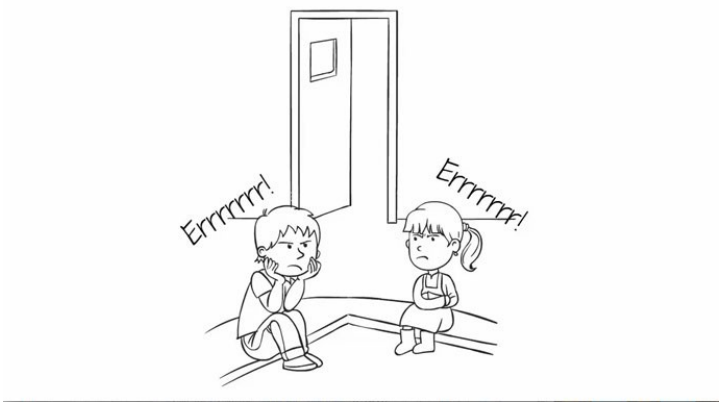
3. Why do you think Jimmy and Sarah couldn’t hear their teacher?

4. Is being in *Home* just a breathing exercise or the home you live in? yes or no

5. Practice the *Personal Bubbles Home Breath* lesson (page 27). Notice the difference in how long you can play when you are in *Home* compared to when you are out of *Home*.

Adapt questions to circumstances during the week.

Segment II (2:11 minutes, starts at 1:48)



Angry, Upset? Try the *Home* *Breath*

KEY POINTS: Where is your Body? Where is the Physicalness of the Body to Thinking?

Adult Corner

This segment shifts children's attention from the outside to the sensation inside of their bodies. Attention with movement (in the vibration of sound) helps to feel the physicalness of their minds, and can help becoming centered. The *Home* technique uses the "movements" in the vibration of sound and sensation of breath. When centered children often become more aware of others and have a different perspective of their circumstances. Once *Home* is found, there is a discovery of a type of dual attention. Dual attention is from the inside out and the outside in.

The key is to help children sense the differences from being in and out of *Home*. Feeling the differences of *Home* creates a cascade of comparing impulses, the first stage of new learning. The sensations of differentiation are fundamental building blocks for the nervous system pieces together information and carve out perception. When children discover different experiences with their bodies and the conversations within, perception gets clarified – and the treasure begins. The treasure is learning a life skill of how the body helps the mind.

Most children (and adults), however, cannot feel the qualitative presence of their bodies, or what scientists term "body ownership." People often can't sense how their torsos effect their heads or their feet affect their shoulders. Scientists say even normal functioning adults have little "body ownership" or awareness of their actions yet it is fundamental to how the human being learns. (Ehrsson, Holmes, and Passingham, 2005).

For Children Ages Five to Eight
External and internal spatial awareness is a primary stage for developing consciousness. For children ages five to eight, spatial awareness games are necessary before doing the *Home Breath*. A playful way to teach children body ownership is discovered in the games *Personal Bubbles Freeze Dance* and *Body Bubbles* (Chapter 3, page 12; Mitchell, 2013, p. 42 and 52).

For Children ages Eight to Ten
For older children—typically third through fifth graders—introduce some basic science about the brain. There is a physicalness to thinking. The lesson *Muscle Testing for Water* (Chapter 2, Mitchell, 2013, p. 34) helps children feel the physicalness of consciousness.

To give credibility to the concept of muscle testing and to expand your own understanding, see the work of David Hawkins, M.D., Ph.D., on "Qualitative and Quantitative Analysis and Calibration of the Levels of Human Consciousness" (Hawkins, 1995). Additional information is included in the Introduction of this guide under Older Ages.

For Adults
To sense the benefits of the *Home Breath* technique, it is essential to have an open mind. Begin by imagining the child's mind inside yourself. Inhale through the nose, and then exhale to a count of eight while softly saying "Hooooooome." Repeat for seven intervals, making the sound of *Home* quieter each time. Allow the muscles of the neck, shoulders, diaphragm, and abdomen to release with every exhalation.

Continue the breathing sequence until you feel more freedom in your body. Keep your attention inside and notice whether your attitude shifts. If it does, you are now in *Home*. Speak to your children while still sensing this space inside the body. In other words, maintain the physical presence of *Home* as you speak. Notice the differences in yourself—and in what your child hears.

Save Time
Home is a feeling. Once children learn *Home*, you can ask them to return to *Home* simply from the memory of the feeling. The memory of *Home* comes from the physical sensations created during the exhalations. *Home* is both a physical sensation and a mindset. Home brings attention inward—into the area of the body where *Home* is felt.
When children are upset, their attention is always outside the body. Help them try to listen from *Home*, especially when they are distressed, and let them feel the difference.

Sometimes children struggle to get interested in sensing their bodies. If so, try this activity:
Draw an outline of the children's body on a large piece of paper. (See *Pancake Body with a Pocket.*)
a. Paste a pocket in the area of the drawing where the vibration stopped in the body. Call this pocket, the place of *Home*.
b. Then ask the children what it feels like in *Home*. Write the children's responses on a piece of paper and put it inside the pockets.
c. If children continue to have difficulty paying attention, explore additional lessons involving the physical body in *Part I: A New SENSORY Self-Awareness* for more ideas and support.

The science behind the physicalness of perception is supported by research from around the world. For additional detail, see the Scientist page. You can also explore the books *Smart Moves* by neurologist Carla Hannaford and *A New SENSORY Self Awareness* by Catherine R. Mitchell, which explain how perception, movement, and cognition are interconnected (Hannaford, 2002, p. 16; Mitchell, 2013, pp. 25–32 and 65–82).

These works highlight how the body's sensations, movements, and neural patterns shape the way we perceive and understand the world. They provide foundational insight into why physicalness—feeling the body from the inside—is essential for developing awareness, attention, and higher-level cognitive skills.

Note:
If children pretend to be in *Home*, the method will not work and others will sense the difference. Help children become aware of when they are pretending by guiding them to notice changes in their attitudes and by reflecting what others observe. When children compare how they feel in genuine *Home* versus pretending, they begin to recognize the physical and emotional differences for themselves.

Segment II: Questions Adapt questions to circumstances during the week.

1. Is "timeout" a punishment? Could "timeout" be helpful for a time to feel better? How? Try the *Home Breath* in the next time out.

2. Have you ever gotten mad or upset with someone? What happened? Do you know any tools to help your anger or frustration? Would things have turned out differently if you had used *Home Breath*?

3. How did Jimmy remember to do the *Home Breath?* What would help you to remember to do the *Home* breath when you got upset? Does your body tell you anything?

4. Have you ever had a person want to make up with you when you were mad, and you didn't want to talk to them? What did you do instead? Did what you do make the situation feel better or worse? Were you in or out of *Home* in that situation?

5. How do you do the *Home Breath*?

6. Is *Home* a breathing method, physical sensation, of mindset?

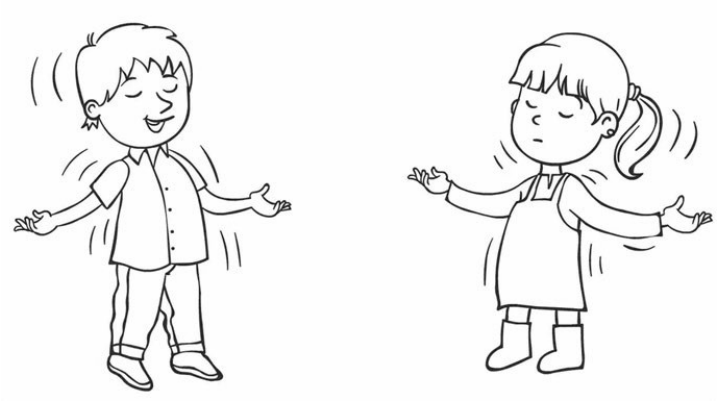
7. Can you give some examples of when to use *Home*? For example: use it on the playground, with your parents, siblings, or teachers?

8. What are you paying attention to while exhaling and humming, "Hommmmmmme?"

9. How long can you stay in *Home*?

10. How do others know when you are in or out of *Home*?

Segment III (1:14 minutes, starts at 4:04)



Feel The Change? and feel yourself more clearly

KEY POINTS: Using *Home* to Calm Emotions Evolves into the Body and Brain Working Together from the Heart

Adult Corner

This segment introduces the relationship between the feelings in the body and the way the brain thinks. The body is working with the brain all the time—we are simply not always aware of it. Awareness is the experience of qualities in sensation that carry thoughts, feelings, and actions. This segment teaches the body brain connection through direct experience. There is no way to understand the interconnection of mind and matter except by feeling it. The sublayers of the body contain organic activity that forms the substructure of thoughts and emotions.

When the mind has a physical reference point, attitude and perspective shift. In *Home*, the brain finds a reliable and tangible sense of self. The physicalness of sensory awareness is fundamental to brain development (Clark, Schumann, & Mostofsky, 2015; Mitchell, 2013, pp. 70, 76, 89). For children, paying attention to sensations helps them find honest and truthful perspectives about themselves and others.

If children only imagine being in *Home*, the experience will not clarify their mental and emotional processes. The clarity comes from actually staying present in the body. Being able to remain in the body while sharing or listening anchors centeredness, even in the midst of conflict. Changes in attitude depend on where the breath and the mind are anchored inside the body.

Note: Keep in mind, the younger the children, the shorter and fewer repetitions of the exhalations are necessary. Adults may need a "time out" before doing *Home*. If you are an adult slow down, quiet your reactions with exhalations making the sound of "Haaaaaaaaaaaaaaa," and feel the presence in the spirit of the breath.

Suggestion: Introduce spatial awareness games to children ages 5-8 years old if you haven't already.

Segment II: Questions to adapt the method to situations during the week

1. Where is your attention when you close your eyes and hum the sound "Hommmmme?" Where does the sensation of the sound end, and can you keep your attention to stay there inside when opening your eyes?

2. Introduce spatial awareness games.
Home is both a physical sensation and a mindset. The feeling of *Home* comes after attention is pulled into the body through the sound and vibration of saying *Home.* To help children feel their bodies more clearly, try this activity:
a. Get a large piece of paper the size of the child's body. Butcher block paper is an option, or take a paper bag and undo the seams to create a flat piece of paper. Tape the bags together to make the paper the size of the child's body.
b. Have the child lie on their back and trace the outline of the body. Then have them do the *Home Breath* and ask them to feel where in the body the vibration stops. Paste a pocket in that area of the drawing where the child thinks the vibration stopped. Call this pocket, the place of *Home*.
c. Then ask the child to feel what it is like in *Home*. Write the responses on a piece of paper and put it inside the pocket.

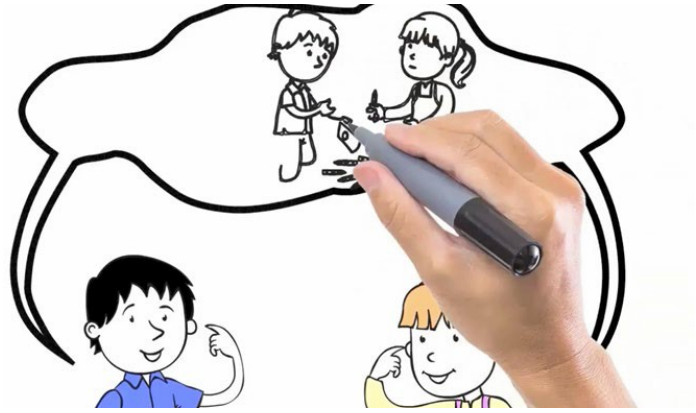
If you haven't already, in Segment III introduce spatial awareness games. See Chapter 3, page 12, the *Big Tiny Bubbles lesson.* If the child is still having difficulty finding *Home* inside, see the lessons in the reference book, *A New SENSORY Self Awareness* (Mitchell, 2013, pp. 40 – 58 and 62). There are eleven detailed external and internal spatial awareness games and explanations of spatial awareness to cognitive processes in the reference book. The lessons teach internal and external awareness of space, inside and around the body.

3. Have you ever tried to do *Home* when you were upset? If so, what happened?

4. When upset, what is different in you being in *Home* or not being in *Home*?
   a. Did you realize anything new about yourself or the situation when in *Home*? If so, what?
   b. Did anything change in you when you talked to the person upsetting you?
   c. If you don't feel *Home* inside after practicing, what can you do instead?

*Movement- actions of sensations in the sensory motor body of the mind and emotion; any sensation to the quality of actions in the body including vibrations, breath, and sound; muscular tone or tension of a thought or emotion

Segment IV (0:57 seconds, starts at 5:20)



The Magic of *Home*. It's a Feeling

KEY POINTS: Physical Presence of the Self, and this Self to Circumstances and Others

Adult Corner

This segment introduces awareness of the "conversations" happening inside the body. The sensation of embodiment forms the foundation of perception. Sensations both influence—and are influenced by—the mind, attitude, and perception (Carpenter, 2011; Mitchell, 2013, p. 71). The presence of the "self" is a living, breathing being made of matter and energy that thinks (Dijkerman & de Haan, 2007; Spencer, Clearfield, Corbetta, Ulrich, Buchanan, & Schöner, 2006).

To understand the brain, we must study the nature of organic action. Cognition develops from the movement and sensation of the body (Ratey, 2001). Every thought, emotion, and action has a corresponding mode of action in consciousness. Over time, movement patterns—distinct from motor skills—form and begin to govern how we think (Dijkerman & de Haan, 2007; Spencer et al., 2006).

When we experience the physical nature of human existence in consciousness, EVERYTHING CHANGES. Muscles sense every physical, mental, and emotional process. We are living, breathing ecosystems of mind, body, and spirit.

In the video, Jimmy gets a glimpse of this mind matter ecosystem when he says, "That's weird. I have ears but do not hear my teacher." Although his ears are physically present, the consciousness of listening is a whole-body mind experience. What Jimmy is missing is awareness of the integration between his body and his listening.

Segment IV: Questions Adapt questions to circumstances during the week.

1. What made Jimmy's ears not hear his teacher?

2. Should you practice doing *Home* before you get upset? Why?

3. What can you do to help yourself if you don't feel like doing the *Home Breath*?

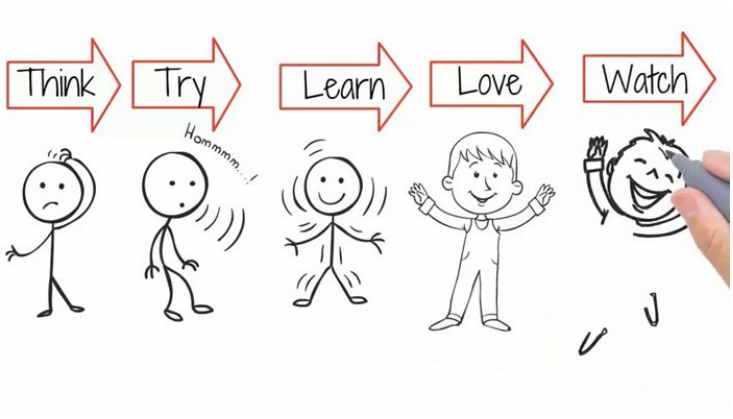
4. Is *Home* a way to breathe or a feeling of space inside the body mind?

5. How did Jimmy feel before doing the *Home Breath*? How did Jimmy feel after doing the *Home* breath? Was the change in Jimmy physical or mental character?

6. What do you think happened inside Jimmy when he felt better after doing the *Home Breath*? What do you think changed Jimmy's mood? Does anything happen to you after doing the *Home Breath*?

7. When you are upset, how can you remind yourself to do the *Home Breath*?

Segment V (1:04 minutes, starts at 6:34)



Listening From *Home*. Love What it Does

KEY POINTS: Transforming Education by the Physicalness of Developing Cognitive Skills

Adult Corner

This segment helps children recognize differences in perception and understand whether their focus is external, internal, or a form of dual awareness.

All children have treasures, and educators know their mission is to help children discover them. The experience of body mind consciousness provides both quantitative and qualitative insight into how children process information. More importantly, the organic nature of *Home* introduces compassion. *Home* is a life skill. Long exhalations calm emotions and center us in a space where we can understand interconnections from the heart. From *Home*, the trajectory of behavior and development shifts—consciousness moves toward aloha, a way of being that comes from the heart.

The slide in Segment V illustrates the development of the organic nature of motor sensory conditioning into human consciousness. First, we think about wanting something. Then we take physical action and try something new. We learn from the experience of movement—movement is life. From that experience, we discard what does not serve us and keep what we love. The action is repeated until the flower of who we are begins to bloom. We watch ourselves grow as a new life unfolds.

Segment V, Questions Adapt questions to circumstances during the week.

1. What is the difference between "thinking" about doing the *Home Breath* and actually trying it?

2. Did you learn anything new in *Home*? Did you learn anything about yourself?

3. Could learning the *Home Breath* make learning in school easier?

4. How does *Home* help you get more friends? Are you nicer?

5. Can you feel patience easier in *Home* or out of *Home*?

6. How can being in *Home* help you get better grades?

CHAPTER 5 A NEW EDUCATION

Adult Corner

How many decisions do we make from our young, naïve conditioning—and how do those decisions shape who we become? There are two types of education: learning from experts and learning from the inner voice. Both forms of learning have a visceral nature that is foundational to discovering the treasures of who and what we become. Embedded in every mind is an ecosystem of sensory experience—dynamic, interdependent, and always in flux. Mind and matter work as one. Within this ecology is a deep commitment to embracing the workings of oneness, and ultimately, to finding consciousness.

To develop eager learners, we must engage the foundation of how human beings are designed—not as separate brains, but as integrated mind body systems. Intellect is essential, but without connection to the heart, we lose the treasure of organic wisdom inherent in human nature. One small but powerful step in education is to embrace the ecology of human nature. Happiness is as important as intelligence. Where else will children learn about the emotional and mental processing of consciousness within the human body, if not through education?

When we bring both ways of learning into consciousness—learning from our relationships with others and learning from the unique treasures within ourselves—there is equipoise.

What being in *Home* cultivates…
goodness, kindness, and humility

Federal Education Standards

General Learner Outcomes

- Self-directed Learner
- Community Contributor
- Complex Thinker
- Effective Communicator
- Physical Education Guidelines
- Knowledge of Oneself to Care for Oneself

Requirements for Hawaii Schools

"The Wellness Committee ensures that the school provides families with information about community resources and is encouraged to work closely with the community organizations and programs that help schools implement these Wellness Committee Guidelines (WCG)."

Taking Away Recess Time as a Punishment?

- In the WCG, physical activity 9 states, "The school does not use or withhold physical activity as punishment." Children who have a difficult time paying attention need more movement in their day.
- Health Education Requirements
- WGC requires, "All health education classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3 and 55 minutes per week for grades fourth and fifth."

GLOSSARY

Body ownership - action that shapes the sense of the body and identity of the self
Community Contributor - "The understanding that it is essential for human beings to work together" (Hawaii Department of Education, 2020)
Complex Thinker - "The ability to demonstrate critical thinking and problem solving" (Hawaii Department of Education, 2020)
Effective Communicator - "The ability to communicate effectively" (Hawaii Department of Education, 2020); sensing what is inside and how to share
Embodied cognition - a theory integrating the body with the environment of cognition
Embodiment - experiential sensation of the body that is three dimensional in shape and posture carrying a quality of motion that mirrors attitude and the process of perception
Home - a sixth sense that can detect from a space inside the body modes of motion (related to patterns of thoughts, emotions, sensations, and actions) in matter; the experience of *Home* comes from a dual attention creating awareness of a space inside the body to the surrounding space; also known as *Home*
Inside Body - the general character of sensation inside the physical body
Keiki - child in the Hawaiian language
Neuroscience - study of the nervous system that includes physiology, anatomy, developmental biology, and psychology; biological basis of learning, memory, behavior, perception and consciousness
Mind - the element, which is also a physicalness of sensation, of a person that enables them to be aware of the world and their experiences, to think, and to feel; the faculty of consciousness and thought
Mindfulness - the quality or state of being conscious or aware of something
Movement - muscular tone or tension of a thought or emotion, actions from here to there and sensations of the sensory motor body to emotion and mental faculties; any sensation to the quality of actions in the body including vibrations, breath, and sound
Out There - circumstances outside the self
Physicalness - qualities or modes of motion in desires, emotions, and actions; sensations related to modes of motion; sensory body or blueprint of perception
Pono - goodness, moral qualities, and wellbeing in the Hawaiian language
Pono breath - name of technique using attention to the movement of breath and sound to develop compassionate mindfulness; also see *Home*
Self-directed Learner - "The ability to be responsible for one's own learning" (Hawaii Department of Education, 2020)
Sensory awareness - sensory self-awareness, the physical sensation of thinking
Sensory body (SB) - a new kind of sense, an awareness from a space inside the body to the mind and heart, a sense of movement patterns (often out of awareness) associated with cognitive behavior (see *Home*, embodiment, and physicalness)

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Catherine Mitchell has dedicated forty years to education, working closely with individuals facing chronic illness, children, and those in various stages of development. She studied the connection between the body and the brain under the guidance of physicist Moshe Feldenkrais. After earning her degree in Social Science, she pursued independent research in psychology, physics, and human development. Following a personal battle with an “incurable” disease, Catherine expanded her exploration beyond traditional modalities to examine the intricate relationship between mind, body, and spirit, drawing from both neuroscience and spiritual scriptures from Eastern and Western traditions. See Wellness Through Movement for more information.