

Yoga to WTM

How WTM Differs From Yoga, Exercise, and Dance Observing Yoga Ed Teachers

1. The floor is used to sense body parts, relation of body parts, and differences in structure to attitude, before and after movement. Intention is to build a relationship between thinking, feeling, acting, and perceiving.
2. Movement direction is to rise curiosities between what the child is trying do physically and what the physical is actually doing. Response is not to “correct” the physical but to stimulate awareness of differences between intention and action.
3. Vibration and breath is used to feeling inside the body so the child can recognize differences in the body before and after the movement.
4. Sequences of movement are arranged to create a reaction that mirrors the pattern of behavior (or how the body responds different that what was directed).
5. Concepts are made tangible. For example, awareness (and response) based on “outside” the self or “inside” the self. What the behavior mirroring or reacting to outside stimulus or what was inherently created from the self. Responses may be stimulated internal or external. Externally the response may be an observation. Internally the response may come from a mood, physical sensation of being unstuck.
6. WTM teachers learning by always comparing differences. For example, what do your remember about what the teacher was wearing, after the teacher walked out of the room (external awareness). Then WTM would flip the direction of attention, for example lie on your backs and notice which part of the body you can feel the most, the least, the heaviest, the furthest of the floor. Look outside yourself and see what you notice, and then see if you can notice as many things about others inside your self.

7. Before and at the end of each class children do "Pancake Body," lie on the floor and notice what they feel in their bodies before and after the class. The order of questions is repeated exactly at the beginning and ending so the subtle changes of physical are clearly compared. The position of the body, the sense of the floor, and the position of the parts are all recalled after doing the movement sessions. This gives the child a clear experience of how movement affects their bodies, their awareness of their bodies, and the changes of their bodies, moods, or attitudes.
8. Poses are never demonstrated. Instead, body parts are felt, how two body parts are connected, and what awareness exists in the happenings of body parts. For example, the game "Hokey Pokey" goes through body parts in the order the parts are connected, head, neck, spine, pelvis and then one side of the body (so sensation can compare) to the other side of the body.
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10. No behavior at the beginning, lack of attention, ability to lie still, or sense anything in the body is wrong. Instead the child is simply asked to remember how difficult it is to listen, be still, or sense their bodies and watch what happens after the lesson. Did the body change? Did listening change? What does listening have to do with the body?
11. Each WTM lesson intention is to make concepts tangible, make the feeling of the body in awareness of the brains perceptive, and in short bring more awareness of how the body and mind operate as one. More awareness of how the body affects their moods or learning the more they take initiative to address their physical needs or physical needs that make them emotional, hyper active, angry, or impatient. Is the posture of the body related to their level of attention span?
12. Each direction of movement helps the mind assess the physical reality of organization. For example, downward facing dog would direct the position to mimics the action the child body is doing (heels up, lower back round, tail tucked) and then the body parts are moved to reeducate. The movement directed may be, "Alternate rolling the feet heal to toes, curl and sway the back, tuck the tail in and out, and most important breath."

13. The sequences of movement build to integrate each movement to the next. The intention of sequencing is to build a memory of organization and alignment, differences in alignment and organization, and how the differences in organization and alignment improve strength, flexibility, and confidence?
14. Sequences of lessons also observe the pattern of direction in attention and builds on having that pattern and the opposite. Movements also begin very general and then get more specific. For example, spatial awareness outside of the self is brought into awareness (though very familiar in the pattern). Then the outer space is narrowed smaller and smaller until attention is outside the self *and* inside the self (Personal Bubbles Freeze Dance lessons).
15. Sequences of lessons follow the nature of development, specifically developmental movements from primal reflexes to evolution of the homo Saipan.
16. Partner poses are used to sense each other, and the affect the other person has on their own body. For example, the feeling of doing a partner pose and then doing the same pose alone. Concepts can bridge into needing help or support from others both physically and emotionally in life, when angry, stressed, or pressured.
17. Children are never told to "Watch me carefully and copy what I do." This is the total opposite method of teaching to WTM.
18. If there is any pain or discomfort the position is adjusted to the organization of the participant and encouraged to move sensing differences to the position directed. If something hurts the child is encouraged to do the same movement but in a different way so it doesn't hurt. This helps the nervous system sense what it is doing and how to find a different way to do a similar action. Key to healing, learning, and developing finding a way to learn that is individualized is a tool that can be used for a lifetime.