

USER GUIDE



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Wellness Through Movement
Ages 5-10 years Old

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Links to Get Sensational Attention

<http://wellnessthroughmovement.com/programs-2/>

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Table of Contents

CHAPTER 1 Introduction	4
The Treasure Hunt	4
Two Ways to Use the Program	5
Want Science	6
Before You Begin	7
CHAPTER 2 Steps	11
CHAPTER 3 Spatial Awareness, Inside & Out	12
Games	
Big Tiny Bubbles	13
Muscle Testing	15
Personal Bubbles Home Breath	17
CHAPTER 4 Segments	18
Segment I Can You Hear Me?	
Where's Your Attention?	
Segment II Upset or Angry?	22
Try the Home Breath	
Segment III Feel the Change	25
And You More Clearly	
Segment IV The Magic of Home	27
It's a Feeling	
Segment V Listening from Home	29
Love What It Does	
CHAPTER 4 A New Education	31
GLOSSARY	33
REFERENCES	
ABOUT THE AUTHOR	34

INTRODUCTION

The Treasure Hunt

There is a treasure inside children, and Get Sensational Attention (GSA) is the treasure hunt. The missing piece to discovering this treasure is something scientists understand, but parents and teachers may not. Children are bundles of sensations that guide their attention. Within the physicalness of impressions, there are precious treasures yearning to be discovered. Only by testing the program and going on the treasure hunt can the resistance of the mind be convinced of its value.

Beneath the words of every conversation, there are driving energies of bodily sensations, and beneath bodily sensations are there words of conversations. For children, 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 the physicalness, a sixth sense of the whole child. Charles Sherrington, a Nobel Prize neurophysiologist, termed a sense that detects proprioception, "the sixth sense." (Boring, 1933, p. 231) Proprioception is a sense of movement and bodily position located in muscles. With training, this sense detects character of motion in modes of emotions, and behavior. The treasure to this sense is the experience of understanding "Home".

"Home" is unique in each child. Children are living, breathing, miracles of multibillion-dollar feedback systems linked to creativity and learning. Finding Home is a circular motion of attention between intellect and corporeal worlds. With this kind of dual attention, from inside to outside, there is a transformative feeling affecting both. "Home" widens children's perception that then fuels and broadens awareness of who they believe they are and, more important, can become. Their perceptions about themselves and the world around them anchor in the space of their unique treasures.

The treasure hunt begins in the physicalness of children's minds, the backbone of what and how they understand themselves and others.

With attention turned deep inside, children plug into awareness of their emotional and mental processes. This sense of presence calms reactions of the brain and turns the attention of emotions from the heart. In the calm, patience grows and ears open. More importantly, the most profound treasures of themselves learn to germinate in their lives.

Get Sensational Attention, the animation video program for elementary school children, is the accumulation of thirteen years of research in schools with the Wellness Through Movement (WTM) program and four decades of practice with chronic and systemic discomforts. The WTM program is a physical education program integrating the Feldenkrais® Method with federal physical education standards. The Home technique was tested in every WTM class, with over five hundred elementary children.

“Home” discovers a sensory awareness of space within the embodiment of cognition. Therefore, finding Home starts with finding a curiosity of an internal spatial awareness. This type of spatial awareness affects more than the mere physical. Spatial awareness within is 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 of these properties. 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. The book, *A New SENSORY Self-Awareness*, has more about learning spatial awareness inside to surroundings and mind-body interconnections. (Rosasco-Mitchell, 2013)

Two Ways to Use the Program

1. **Education to Calm Down Emotions and feel the Culture of Home**

Used as a culture, Home is a way to calm reactions and grow respect and aloha between members of a family or school. The technique calms emotions before addressing the conflicts. Oddly enough, when we are calm, we feel the interconnection of each other and the kindness of compassion and understanding. The place inside the body holds this space for thinking even though the brain may be in reaction.

The Home technique moves the mind from the external to internal, external events to internal reactions. The GSA video can be used alone. Simply practice the exhalations to cultivate both a sense of centeredness and consciousness of occurrences. If the culture of a family

or school supports the technique, children remember and use the tool for years to come. According to Principal Garcia (2009-2014), after testing the method in Kohala Elementary, five years later the elementary children still used the Home (Pono) breath to help themselves. Pono means goodness, moral qualities, and wellbeing in Hawaiian.

2. Education to Change the Trajectory of Development

Emotional and mental processing is a “top-down to bottom-up” practice. “Home” unites the ecology of sensory sublayers to the mind with consciousness. Attention pulls (top-down) into the body to physicalness (bottom-up) that clarifies thinking. This sense of embodied cognition opens the gateways for self-care, self-direction, and personal growth. With a more definite sense of the body, there is a clearer feeling of the physical, emotional, or mental processes. This sense of clarity can change a habit before it becomes a severe challenge. And as children age, this sense of embodiment transforms the way of life as a precious treasure.

Questions in the segments dive into a journey of personal process and self-reflection.

With both methods, as a culture and personal journey, problems become opportunities for growth and change. To stop recurring behavior, both methods are necessary. However, for children who have cognitive disorders, movement reeducation lessons are essential (Part II of WTM).

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?

Exhaling deeply sends messages to the vagus nerve and helps calm the heart rate. In research, breathing long and deep has perceived stress reduction and lowering of heart rate (Wheeler, A., & Wilkin, L., 2007). Attention to breathing, or conscious breathing, centers the nervous system for receptivity. Psychiatrist, Stanislav Grof uses breathing techniques to change depression, shift perception, and obtain insights into the human psyche.

Why Attention to the Movement of Vibration and Sound?

Cathy Kerr, a neuroscientist from Brown University (teaming with Harvard Medical School), has pioneering research on the mind’s attention

to body parts as a way to improve human health. Her model focused on the interrelationships among the mind and body as one. She is published at The Journal of Neuroscience, tying together spatial attention, intersensory visual-auditory tasks, and the somatosensory cortex (Jones, S.R., Kerr, C. et al., 2010). When attention and movement come together, even movement of a vibration in sound or breath, functional integration between mind and body occur.

Why the word "Home?"

Try saying the word "Home." The mouth and jaw need to relax. On the "H" or "Ha" sound, the face, neck, and chest soften. The "O" sound drops the diaphragm and releases the abdomen. "M" sound closes the mouth brings the exhalation out the nose. All these movements release stress and tension in the body for the heart and mind. There are volumes of research on long exhalations, breathing through the nose, and physical and mental benefits (Nestor, J., 2020). In other words, the technique of "Home" steps children's minds into their bodies and senses a space to observe their internal processes.

The experience of release in muscles when attention is on the movement (of the breath and sound) is the first step to feel the cognitive responses that are "embodied." When attention and movement come together, body ownership develops. Body ownership is action that shapes the sense of the body and identity to the self. Muscles move according to the mind's patterns of perception and form and mold movement patterns. From these patterns, the mind determines what is possible. The energy of the mind builds a physicalness of time and space through the motion of muscles. Watch the movement of children with cognitive disorders, and you can understand the operations of their minds through movement, their awkward movement. See the WTM website for more information.

For children, the word "Home" means a place of refuge. Initially, the WTM program was developed for children with developmental disorders. However, after working in both private and public schools I noticed a need for many children to find some sort of refuge. The practice of Home brings for children a place of calmness inside, a place of aloha that is always available if they want to choose. If the community of their elementary schools used the technique, they learn to choose it. This place of Home reboots the children's emotions and adjusts reactions into centeredness and negotiation. See the lesson, Ho'oponopono, p. 46, in the book, A New SENSORY Self Awareness for more information. (Rosasco-Mitchell, 2013)

This practice will be spiritual for some folks. Each soul has its own journeys, and breath will be inseparable from the rhythm of their

travels. The control of breath crosses over the involuntary and voluntary nervous system. It changes with every thought, emotion, or action. It is the biofeedback of wholeness, and when breath ends, so does life. So, in this way, Home is a spiritual practice; however, it is also a scientific modality.

For adults to understand how to adapt the practice, Home breath, to themselves and their children, see Segment II, "Adult Corner." Learn how to explore "Home" in the Segments. To deepen the practice, see the "Notes and Background" section (p. 69) for the lesson Personal Bubbles No Place Like Home Breath in the reference book, *A New SENSORY Self Awareness*.

The Process of Finding Home

The GSA program divides the process of learning Home into five segments. Each stage is meant to be slow and organic, like a new plant growing in the gardens of children's lives. Children watch less than two minutes of the animation video each week. Segment questions are asked after children view the part and during the week as relative situations occur.

If times are rough, it's harder to apply the technique, so try smaller issues first. For example, use Home while playing Big Tiny Bubbles lesson (in the book *A New SENSORY Self Awareness*, p. 48) before tackling emotional dramas. Adults may need to take a break, get some aerobic exercise, or talk to a counselor or friend before they will want to consider trying the method.

The sequence of segments is based on how the mind learns to sense the body. The sciences used to understand this process are physics and development and the Feldenkrais Method. Each segment of the process builds a foundation for the next.

For more detail of the science behind the body's influences on cognitive development, view the talk: "Six Body-to-Brain Strategies," a presentation done at an international movement and cognition conference. <http://wellnessthroughmovement.com/six-body-to-brain-abstract/>.

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: <http://wellnessthroughmovement.com/programs-2>.

2. Make the Program Your Own

Fit the culture of your school, home, and Wellness Through Movement (WTM) practices. If the word or sound of “Home” doesn’t feel right, change the term “Home.” We used the word “Home” to represent a safe refuge inside. For the Kohala Elementary School, they used the words, “Pono breath.”

3. INTRODUCE SPATIAL AWARENESS, Inside and Out

The 2020 pandemic is shifting awareness to the importance of spatial awareness for our health, security, and interconnections with each other. Serendipitously, nature begins to teach consciousness with spatial awareness. Spatial awareness (SA) is first learned with others and the space around us. Next, attention to the external space is narrowed from the body’s outer to internal spatial awareness (See the lesson [Pancake Body](#)). The two spatial functions, inside and out, have to get to know each other. This type of dual awareness creates the breeding ground for all learning, especially critical thinking and self-directed and executive functioning.

SA is commonly thought of as space outside the body. However, **SA is a two-way road, it is a relationship of the surroundings and where the body is in that space.** Without being in ownership with the body, one’s actions can be different than what is perceived. When children become aware of their inner presence, spatial awareness around them improves.

Children learn first from their boundaries in a contained environment. Outer boundaries help find where the body is in space. Once the body is found in space, SA inside the body is the next step. External and internal awareness are connected as much as the head and body. One knowledge teaches about the other. External knowledge teaches about respect for others and the environment, and internal awareness teaches about physical actions and emotional and mental processing.

To teach spatial awareness neurologically (meaning wiring the feeling the body - mind into experience) children have to sense differences in distance. However, getting close to others in a pandemic

is dangerous, so practice the games with family. Each family has their "social bubbles" already established, which gives a safe environment to learn spatial awareness.

In human physiology, spatial awareness and emotional processing, team together to teach the development of cognition. The body is the key to this integration. The spatial physiology of motor patterns has muscular contractions from familiar stories within the behavior. Internal spatial awareness sustains the story behind the SA of the self. More importantly, knowledge of space inside the body to "out there" helps separate familiar stories of behavior to the unique treasure children are and could apply. See the "Segments" section to learn how stories can change to treasures.

Spatial awareness lessons are introduced in Segment III, although lessons could be taught at the start of the program. In a pandemic, it would be best to learn the SA games right away. Chapter 3, page 12 has suggested games of internal-external spatial awareness. Some schools picked a capable parent to lead children in teaching remotely. In the same way, one parent for every ten children could orchestrate spatial awareness lessons.

Once family bubbles learn SA of surroundings, the section of "Segments" in this User Guide will teach internal SA. As teachers and children review the segments, parents can follow along at home. For children to become self-directed in spatial awareness, school and home cultures need to develop a similar protocol.

Spatial awareness for age group

Kindergartners to second graders: Younger children need training on how to feel their bodies in space before trying the Home breath. The key to teaching younger children spatial awareness is to address both outside and inside the body. Personal Bubbles Freeze Dance is an ideal game for both internal and external awareness. Refer to the reference book, *A New SENSORY Self Awareness*, for many fun games for groups of children on spatial awareness to the development of cognitive skills (Rosasco-Mitchell, 2013, p. 35).

Third to fifth graders: Older kids, eight to ten or eleven years old need to understand why both kinds of spatial awareness are important and how the body could have an intelligence. In on page 34, the lesson, Muscle-Testing for Water, shows *how* to begin to feel the intelligence in muscles. In this lesson, muscle strength shares with the brain when the child needs water (Rosasco-Mitchell, 2013, p. 34). Relay races in an obstacle course is a way to teach children external spatial awareness. Have children run in opposite directions through a course of cones and narrow boundaries. Make the boundaries smaller and smaller so

children also get a sense of where their bodies are as they move in the space. Note: If the kids see the adults joining in to play the games and the Home breath, there's a better chance they will join. For more ideas of internal and external spatial awareness games, look at the reference book (Rosasco-Mitchell, 2013).

Note

LEARN HOME WITH OLDER KIDS AND ADULTS

Adults or children over nine years of age may have a harder time finding Home. For children ages eight to ten years old, you will probably need to do something to get them curious. Here are some suggestions on how we got the older children curious about Home:

Two ways to introduce the brain of the body to older kids: To experience the intelligence in the body, see the game "Muscle Testing for Water" on page 34. Here is a link about the brain with Dr. Dan Siegel, <https://www.youtube.com/watch?v=LiyaSr5aeho> an adult may be interested in listening. For a deeper understanding of the science behind the program, here is a talk I did at a Movement and Cognition conference: <http://wellnessthroughmovement.com/six-body-to-brain-abstract/>.

Don't want to try Home? Sometimes the only way to influence children's willingness to try something new is for the adults to try too. If the adult is open-minded and playful about trying Home, the children will be too! Feel what it is like to be in Home and what Home can teach, and your children will flourish. For most adults, the Home experience opens new ideas about their part in the relationship and their children's part.

TIME IT TAKES ACCORDING TO AGE

All children and situations are different. On the average:

Children ages five to eight years old need to practice for six weeks or less. Adults or children ages eight to ten years old need to practice for three months or less.

Tips For Less Time

- If practiced daily, time will shorten to two weeks.
- Introduce the GSA program at the beginning of a school year, a change in the environment, or a new week

- If children are taught to decide for themselves when to do Home by feeling their bodies, Home becomes a life skill. (See questions in the segments.)

STEPS

“Children are feeling creatures that think, not thinking creatures that feel.”

Jill Bolte Taylor, Neuroanatomist

All Video LINKS: <http://wellnessthroughmovement.com/programs-2>

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

Games

Step 3 Segments

View Segment I of the Animation Video

Get Sensational Attention

Apply User Guide Segment Questions to the Video Content

Apply questions to daily circumstances

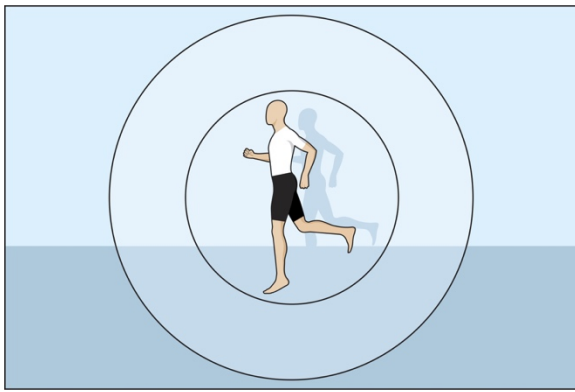
Situations: upset, social behavior, conflict resolution, or academic learning.

SAMPLES of GAMES

From the book *A New Sensory Self Awareness*

For older children ages 8-10 use this game in a relay race set up.

Big Tiny Bubbles



OBJECTIVES

- To develop more spatial awareness within the body in relationship with others and 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 is more challenging).
- **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 object of the game:** While the music plays, the participants move around the shaped areas without bumping others. If they bump another participant, they have popped their *Personal Bubble* and the music or timer will stop while they freeze. If participants are hyperactive, have them run in place outside the boundaries or do Home breath. When they are calm and in aloha they can resume with the game.

GO!

Begin Big Tiny Bubbles

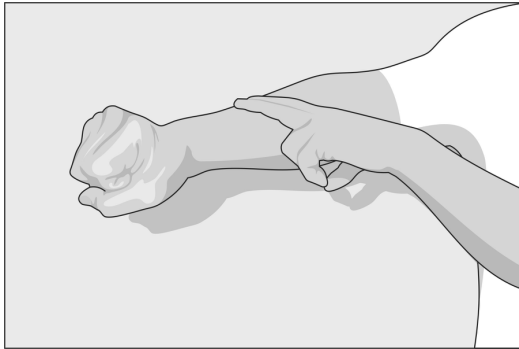
1. Play music and/or start timer. See how long participants can move within boundaries without touching each other or shapes on ground.
2. After two touches, stop the game and tell the kids to find “Home.” See the *Personal Bubbles Home Breath* lesson (page 27).
3. Repeat, but this time imagine BIG bubbles around participants’ bodies (they will be farther away from each other as a result). Time the game and see how long the participants can go without bumping. *Optional:* Participants can hold hula hoops around them to define their bubbles.
4. Repeat again, however each participant imagines a TINY bubble around the body. Encourage the participants to come as close as possible (if there is a pandemic no closer than six feet) to each other without touching. Stop and start the music or timer several times. Share with participants the importance of noticing how they feel when others come close.
5. Note the changes in times of how long participants played without bumping and discuss why the times are different. *Optional:* Increase the challenge by placing hula hoops on the floor and instruct participants to avoid touching each other or the hula hoops. They can hop over the hula hoops only if they do not touch one another.

CLOSING

Reflection:

- Repeat the beginning of the lesson by going back to imagining BIG bubbles with music and timer.
- Ask: Did the amount of time change between the first timed game and the last one? Why do they think that the time changed? How is Big Tiny Bubbles related to respect? (Hint: awareness of physical space is a sensation that helps memory and spatial orientation.)
- Ask: How can we increase awareness and respect for each other with awareness of our own and others’ bubbles? Will this awareness be helpful at home, school, work, or play?

Muscle-Testing for Water



OBJECTIVE

Does the body think?

To help children learn how to take care of themselves first by being able to sense subtle sensations like 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, try this:
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

Reflection:

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

NOTES

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

Why We Do the Exercise

- Help children learn how to take care of themselves first by being able to sense subtle sensations like the need of water.
- It is hard to believe our muscles can actually sense whether we need water. Muscles have a sense about them that relates to our sense and the sensations of emotions, thoughts, and physical conditions. Muscles feel sadness, just as they sense the body under stress or tension. When water is needed, the systems are taxed.
- Staying hydrated is an easy and effective thing to do when children are having a hard time concentrating.

BACKGROUND

- Lack of water may be a contributor to sluggishness, fatigue, or concentration challenges. Water dissolves salts in the body and makes electrolytes. Electrolytes are what the body and brain use to communicate between cells and send electrical energy from one neuron (nerve cell) to another. The capacity of communication between nerve cells is what happens during cognitive processing (Hannaford, 2005).
- To develop higher brain functioning, a world-renowned method, Brain Gym®, uses a technique called “muscle-testing.” Muscle testing is similar to a type of biofeedback technique. Health specialists, including acupuncturists, psychologists and chiropractors, also use muscle-testing to help determine remedies for patients.

Personal Bubbles Home Breath

(Also known as Pono Breath*)



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:

- 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
- Learn breathing strategies to center mind and body

PREPARE

- **Hydrate** (See *Getting Started*)
- **Recommendation:** Do *Big Tiny Bubbles* lesson (page 29) with this lesson.
- **Prepare** space where participants can sit and face one another in pairs. If participants are really energetic, have them run in place as fast and as long as possible.
- Teachers: Please experience the breathing technique to better understand the effects.

GO!

Begin Personal Bubbles (Space around the body versus inside as in *Body Bubbles* lesson)

1. Have participants face each other in pairs, and have one person slowly lean toward his or her partner's face until the partner reacts by blinking, giggling, or breathing differently. Remind the person that he or she has entered the partner's *Personal Bubble*.
2. Have the person's partner repeat the exercise, noticing the first person's reaction when he or she enters the partner's *Personal Bubble*.
3. Reflection: Ask the participants to notice the differences in each person's *Personal Bubble*.

Begin No Place Like Home Breath (Space inside the body). For young participants discuss: “This is a different “Home” than the one we live in. It is inside our bodies.”

1. Reflection: Ask the participants to notice where in their bodies do they feel tired, anxious, upset, and the differences when calm?
2. Have participants sit comfortably (with crossed legs) or have them lie on their backs. If they are very energetic or excited, have them lie on their bellies with knees bent and feet in the air, resting their heads on the floor and gently rocking their legs right and left. (Being on belly is a good position for hyperactive young children.)
3. Inhale deeply and PAUSE while holding the deep breath.
4. Exhale gently and at length while softly humming the sound “Hommmmmme.”
(If lying on belly, gently rock legs left and right.) Repeat 2 to 4 times. (Young children should REST rather than PAUSE, to avoid hyperventilation.)
5. To deepen participants’ awareness with the sensation of “Home,” ask each person to notice where he or she feels the vibration while humming. Have them put their hands on their bodies where they feel the vibration end. Encourage them to notice the feeling in their whole body at the end of the exhalation. This feeling inside is referred to as “Home.”
6. Repeat the process (3 times for younger children; up to 12 times for older children or adults). Repeat inhalation and exhalation with eyes open and then with eyes closed. Ask participants which way makes it easier to feel “Home.”

CLOSING

Reflection:

- Ask the participants: “How did you feel at the start of the lesson? How did you feel after doing the *Home Breath*? What is different in your mind or body?”
- Ask the participants if they feel different after doing *No Place Like Home Breath*. “How could you use *No Place Like Home Breath* to help you? How could you use these exercises at school or at home? When do we need to center ourselves?”
- Ask the participants: “Can you feel “Home” inside of your *Personal Bubble*?”
- Suggestion: “Imagine a stressful situation. Try doing the *Home Breath* and remember the feeling of “Home.” Now let “Home” speak. Notice if perception and how we speak changes while addressing the stressful situation.

*Pono means goodness in Hawaiian

SEGMENTS

SEGMENTS

- 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 organic process of learning how the body and brain work together. Think of the interconnections between segments and you will experience the organic process happening naturally between the mind and body. Segment I introduces the participant's familiar pattern of character and *direction* of attention. In Segment II direction of attention switches from "out there" to inside. Segment III notes awareness in differences of perception, internal processing, and a situation with the shift. Segment IV takes notice of the new a consciousness when in Home: perspective, attitude towards a circumstance changed. In Segment V, there is a review of the process emphasizing the importance of the changes personally and in relationships when in Home. Home is a type of dual attention, both inside the body and outward.

Questions in the segments are not meant to have right or wrong answers. Questions are designed to ping-pong attention between mind and body and explore how bodies and thinking relate. Segment questions are asked after children view the segment and relative situations occur.

The experience of Home will be new every time. The situation and state-of-mind when in Home is the "treasure hunt." Notice what gestures the children make when they try to answer the questions. Try to read their gestures to help *them* sort out what they are feeling inside their bodies and what they are trying to say. Most importantly, it will be helpful for them notice the feeling in bodily actions to clarify what wants to be expressed. Go slow, be patient, and wonder how the children are finding *their* Home, and who they become. Review the terms: "physicalness," "Home," and "embodiment" to understand the intention behind the questions. (See the glossary)

Most important is the interconnection of each segment and how the segment builds on the previous one. The process teaches *from the body to the mind*. The body includes qualities of movements in actions, sensations, and emotions.

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 Attention to Hearing

Adult Corner

This segment takes one small step to bring awareness of how actions combined with attention change the ability to hear. Listening isn't just about sound waves (Stein, 2012). The first step in addressing attention and listening from the body-to-the-brain is to have directions mirror actions. Instead of wanting children to listen to the adult by saying, "If you can hear me clap once, (teacher claps hands) etc.," get the kids to become aware of themselves. Notice how their eyes or body postures react to what is being heard (or not heard). Bring awareness to what actions you observe in the child by verbalizing their actions. For example, Jimmy and Sarah didn't hear their teacher because their attention was on the crayons. The teacher could say, "Please put the crayons in the box." When children are already doing what is said, 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." When their actions are verbalized, children hear a direction and *feel* the physicalness of the words. 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 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, *A New SENSORY Self Awareness* (Rosasco-Mitchell, 2013, Listening Bubbles, pp. 50-51, and 74).

The segment also changes the concept of "time-out" as a punishment, to a "time-in" as an opportunity. Reactions, (such as anger, blame, or impatience) often points attention

“out there.” Listening and attention changes according to reactions. Reactions are always wired into patterns of behavior in the body, however, attention and awareness are outside of the self.

- **If a person is really upset, before trying the Home breath, take a break, do an aerobic activity. For some people listening has never been easy. If this is the case, talk to a counselor.**

Segment I, Questions to Adapt the Method to Situations during the Week

1. Have you ever gotten in trouble and not know why?
2. Have you ever not been able to hear someone when they are speaking?
3. Why do you think Jimmy and Sarah couldn't hear their teacher?
4. Give children the experience of “Home.” Explain the differences of the physical feeling of Home inside their bodies compared to Home being just a breathing exercise or the home they live in.
5. Practice the *Personal Bubbles Home Breath* lesson (page 27).

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



Upset Or Angry?

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 of their bodies. When children feel the physicalness of their minds they become centered. When centered they also become aware of others and have a different perspective of their circumstances. Movement of sound and breath is used to pull attention inside the body. The Home technique uses the "movements" in the vibration of sound and sensation of breath. Once Home is found, there is a discovery of a type of dual attention. Dual attention is from the inside to out there.

Sensing the differences from being in Home and not in Home creates a cascade of impulses for new learning. The process of differentiation is fundamental to how the nervous system pieces together information and carves out consciousness. When children discover being in Home feels different than their experience, perceptions shift – and the treasure hunt begins.

Most children (and adults), however, cannot feel the qualitative sensations of their bodies, or what scientists call "body ownership." People often can't sense how their heads are connected to their torsos or their feet connected to their arms. Scientists say even

normal functioning adults have little “body ownership” or awareness of their actions (Ehrsson, Holmes, and Passingham, 2005). When we become aware of ourselves, by nature everything works together better, mind, body, and relationships.

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 fun way to teach children body ownership is discovered in the games *Personal Bubbles Freeze Dance* and *Body Bubbles* (Chapter 3, page 12; Rosasco-Mitchell, 2013, p. 42 and 52).

For Children ages Eight to Ten

For older children, third through fifth grades, teach them some science behind the brain. There is a physicalness to thinking. See the lesson, *Muscle Testing for Water*, to feeling physicalness of consciousness. Lesson is including in Chapter 2 (Rosasco-Mitchell, 2013, p. 34). To give credibility and to open your mind to muscle testing, see the work by David Hawkins, M.D., Ph.D., on “Qualitative and Quantitative Analysis and Calibration of the Levels of Human Consciousness” (Hawkins, 1995). More information is in the Introduction to this guide under Older Ages.

For Adults

To be able to sense the benefits of the Home technique it is essential to have an open mind. Start by imagining the child’s mind inside yourself. Begin breathing in through the nose and exhaling on a count of eight with the word “Hooooooooome.” Repeat for seven intervals making the sound of Home less and less audible. Let the muscles of neck, shoulders, diaphragm, and abdomen release with each exhalation. Repeat the breathing sequence until you feel more freedom in your body. KEEP ATTENTION INSIDE and notice if your attitude has shifted. If it did, you are now in Home. Speak to your children while still feeling this space INSIDE THE BODY. In other words, keep the sense of this physical presence as you speak. Notice the differences in yourself and what your child hears.

Save Time

Home is a feeling. Once children learn Home, you can ask them to go into Home from the memory of the feeling. The memory of Home comes from the physical sensations *after* doing the exhalations.

The science behind the physicalness of perception is explained in the books *Smart Moves* and *A New SENSORY Self Awareness* by neurologist Carla Hannaford and Catherine Rosasco-Mitchell. (Hannaford, 2002, p. 16; Rosasco-Mitchell, 2013, pp. 25-32 and pp. 65-82)

Note:

If children *pretend* to be in Home the method will not work, and perception will not shift. Help children become aware they are pretending to be in Home by helping them notice differences in their attitudes in and out of Home.

Segment II, Questions to Adapt the Method to Situations during the Week

1. What is a “timeout”? Could “timeout” be helpful for you instead of feeling like a punishment?
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? Experiment and feel how.
3. How did Jimmy remember to do the Home breath? What would help you to remember to do the Home breath if upset?
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? Were you in or out of Home in that situation?
5. How do you do the Home breath?
6. Is Home a breathing method or a physical sensation and mindset after the technique is complete? (Physical sensation)
7. Can you give some examples of when to use Home on the playground, with your parents, siblings, or teachers?
8. What are you paying attention to while exhaling and saying, “Hommmmmmmme?”

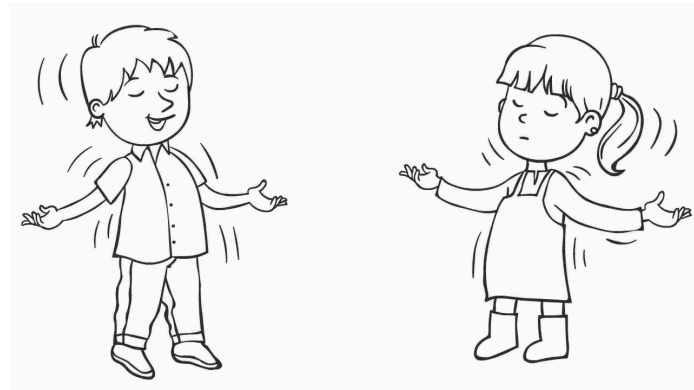
Note: Home is the physical sensation and the mindset it gives after the exhalation, sound, and vibration of the word “Home.” Children are to keep attention inside that area of the body (in Home), and try to listen from there, especially when upset.

Sometimes it is difficult for children to feel their bodies; if so, here’s a fun game:

- a) Draw an outline of the children’s bodies while they are lying on a large piece of paper.
- b) Then have them do the Home breath and feel where in the body the vibration stops.
- c) Paste a pocket in the area of the drawing where the vibration stopped in the body. Call this pocket, the place of Home.
- d) 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.
- e) If your children are still having difficulty paying attention to inside, see the Body Bubbles lesson in the book, Part I *A New SENSORY Self-Awareness* for more ideas and support. For children to really understand Home, the drawing exercise is highly recommended.

9. How long can you stay in Home?

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



Feel The Change?

And You 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 of the feeling in the body to the way the brain thinks. The body is working with the brain all the time, we are just not in awareness. “Awareness” is the experience of qualities in sensation that have thoughts, feelings, and actions associated. This segment teaches awareness of body-brain connection *through experience*. There is no way to understand the interconnections of mind and matter except through experience. The sublayers of the body have organic activity that make up the substructure of thoughts and emotions.

When the mind has a reference point to the physical nature, attitude shifts as does perspective of a situation. In Home, the brain finds a reliable and tangible presence of the self. The physicalness of sensory-awareness is fundamental to brain development (Clark, Schumann, and Mostofsky, 2015; Rosasco-Mitchell, 2013, pp. 70, 76, and 89). For children, attention to sensations helps them find honest and truthful perspectives of themselves and others. If children just imagine being in Home, the experience will not clarify mental and emotional processes. Being able to stay present in the body while sharing or listening anchors centeredness in the midst of conflicts. Changes in attitude will depend on where the breath and mind are anchored in 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

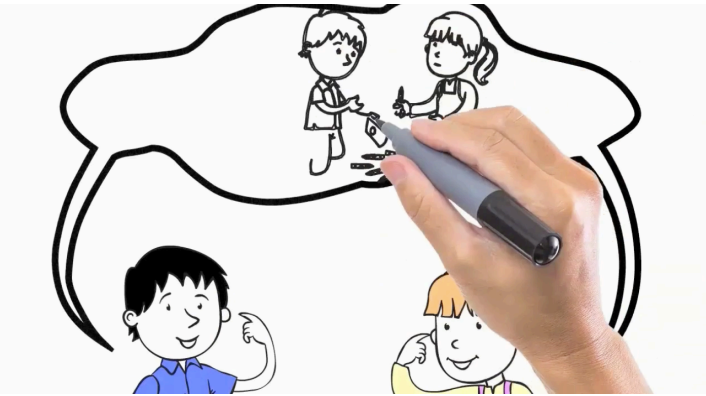
adult slow down, quiet your reactions with exhalations making the sound of “Haaaaaaaaaaaaaaaaa,” and feel the presence in the spirit of the breath.

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

Segment III, Questions to Adapt the Method to Situations during the Week

1. Where is your attention when you close your eyes and hum the sound “Hommmmmme?” 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 a physical sensation and a mindset. The feeling comes after attention is pulled into the body with the sound and vibration of saying “Home.” For children to feel their bodies more clearly, try this fun exercise.
 - 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.
2. 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* (Rosasco-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 self to the outer world, a type of dual attention (or Home) inside the physical body to the outer world. The sensation of embodiment lays the foundation of perception. Sensations affect and are affected by the mind, attitude, and perception (Carpenter, S., 2011; Rosasco-Mitchell, 2013, p. 71). The presence of the “self” is a living, breathing, being, made of matter and energy that thinks (Dijkerman and de Haan, 2007; Spencer, Clearfield, Corbetta, Ulrich, Buchanan, and Schöner, 2006).

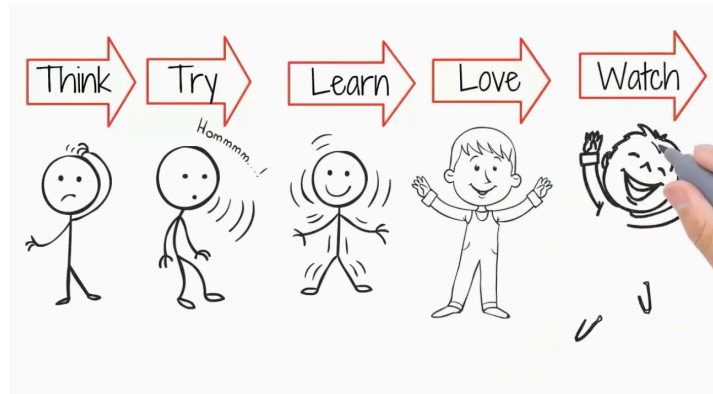
To understand the brain, study the nature of organic action. Cognition develops from the movement and sensation of the body (Ratey, 2001). Every thought, emotion, or action has a corresponding mode of action in consciousness. Over time, movement patterns, different than motor skills, develop and govern how we think (Dijkerman and de Haan, 2007; Spencer, Clearfield, Corbetta, Ulrich, Buchanan, and Schöner, 2006).

Experience the physical nature of human existence in consciousness and **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 taste of this mind-matter ecosystem and says, “That’s weird. I have ears but do not hear my teacher.” Though

the physical nature of the ears exist, consciousness of listening is a whole-body-mind experience. The only thing missing in Jimmy is the awareness of the integration between the body and listening.

Segment IV: Questions to Adapt the Method to Situations 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 (after doing the technique)?
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?
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 recognizes the differences between perceptions, whether we have an external or internal focus in perception. All children have treasures, and educators know their mission is to help children find those treasures. The experience of body-mind consciousness offers quantitative and qualitative measures of personal processing. More importantly, the organic nature of Home introduces compassion. “Home” is a life skill. Long exhalations calm emotions, they center us into the space of understand interconnections from the heart. From Home, the trajectory of behavior and development changes consciousness into aloha (coming from the heart).

Look at the slide in Segment V above. This demonstrates the development of the organic nature in motor-sensory conditioning to human consciousness. We first *think* about wanting something. Then we take the physical action of *trying* something new. We *learn* from the *experience of movement; movement is life*. And from the experience, we throw out what does not serve us and retain what we *love*. The action is repeated until the flower of who we are blooms. We *watch* ourselves grow as a new life unfolds.

Segment V, Questions to Adapt the Method to Situations 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 Home 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?

A NEW EDUCATION

Adult Corner

How many decisions do we make from our young, naïve conditioning? How do those decisions form who we become? There are two types of education: listen to the experts and listen to your inner voice. Both ways of learning have a visceral nature foundational to learning the treasures of who and what we become. Embedded in the minds of every being is an ecosystem of sensory experience mutually dynamic and in flux. Mind and matter work as one. In this ecology, there is deep commitment to embracing the workings of oneness, and ultimately find consciousness.

To develop eager learners, we have to engage the foundation of how we are designed, not just as a separate brain but as a mind-body. Intellect is essential, but without being connected to the heart, we lose the treasure of organic wisdom in human nature. One small step in education is to embrace the ecology of human nature. Happiness is as important as intelligence. Where or how will children learn about the emotional and mental processing of consciousness with the human body but from education? Bring into consciousness both ways of learning, from our relations with others and the unique treasures of oneself, and there is equipoise.

“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 provide 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.”

***“Where your treasure is,
there will your heart and your attention also be.”***

Mathew 6:21

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 breath

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, that 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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ABOUT THE AUTHOR

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Catherine Rosasco-Mitchell has been an educator for forty years, from a non-traditional model. She studied the influences of the body to the brain with physicist, Moshe Feldenkrais. After completing a degree in Social Science, she did independent research in psychology and physics into the nature of development, learning, and healing. After experiencing an "incurable" disease, she was forced to venture beyond traditional modalities into the relationship of mind-body-spirit behavior. After researching the Feldenkrais Method and applying it to tens of thousands of people with chronic conditions, she discovered children feel the interconnections of mind-body. She combined this knowledge and insight to create a physical education curriculum, Wellness Through Movement, for elementary schools. Her methods in re-education of motor patterns to brain-behavior improved children with cognitive disorders.

38

