EMBODYING POWER & LOVE

Table of Contents,
Supplementary Material &
Index for the Workshop Video

Widely Applicable Body Awareness Tools—
With a Focus on Trauma Recovery & Peacemaking

Paul Linden, Ph.D.
www.being-in-movement.com
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With a Focus on Trauma Recovery & Peacemaking

Paul Linden, Ph.D.

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DEDICATION

Candace Coffin and Tom Simpson, longtime students of mine, encouraged me to assemble a video of my teaching, and the process of organizing the information resulted in a tremendous clarification of the work.
PAYMENT for the VIDEO

The cost for the video is $85 US.

If someone gave you a copy of the video file and this accompanying booklet, I would appreciate it if you would send in payment. You could go online to my website and pay for a copy. Being paid for my expertise allows me to continue the work of teaching people body awareness and centering.

DOWNLOADING THE VIDEO

The video is an mp4 file of about 1.5 gigabytes—too large for my website to send out automatically, so here is the workaround. Buy a copy of the booklet accompanying the video. Once you’ve bought this booklet, I will be notified, and I will “manually” send you a download link for the video. The link will be good for 4 days.

(Occasionally I will be travelling and without internet access for a day or two. Relax. The link will come.)

The download could take a while. You might wish to start the download when you won’t be using your computer for anything else for a few hours.
Here is how your work has helped me help others deal with trauma/threat:

Provide another option, and an effective one, of responding to conflict other than trying to dominate, submit, or avoid. Demonstrate how embodying love is more effective in managing stress/threat than anger, anxiety, or depression. Teach behaviors to practice and use to reduce emotional overwhelm and be more effective in handling stress. With much gratitude, Lee

I think of your work as a way of learning through experience how we paradoxically hamper our own being and self-protection by tensing up and contracting our movement and self expression. You help your students be present, aware of kindness and aggression, accepting, knowledgeable, and loving. You help your students be who they are rather than shrinking away from occupying they space they inhabit. You also help your students be clear and truthful about their intention, in being and in movement. One learns that a relaxed expression of being and clear intention is much stronger than a defensive effort to fight one’s opponent. Ernesto

I usually tell colleagues that working with you has made me more aware of addressing the whole person. You stress that one cannot feel safe unless one is safe. You also have given me tools to teach my clients. One I use regularly is grounding with 6 direction breathing.

Another, we face each other, put hands up and one pushes up against me and continues to repeat negative self statements until he unhooks from the statement. I've demonstrated this in a training for clinicians. The client can often push against me moving me backwards a bit, but I keep being the barrier he pushes against.

Thirdly, I demonstrate how one is more powerful when one is grounded and has a smiling heart as opposed to being angry and has a hard heart. I can always push one over who has an angry stance even though I am older and not in great physical shape. Lynne

I have been using Soft Tongue/face, Soft Belly, and Six Directions Reaching as techniques to call on internal courage before talking to others or in preparation for hearing unwelcome words. Sometimes I use Smiling Heart. I use local language and metaphors.

Yesterday, a woman from a small town in India called me up to report on her experience. She has been having difficult relations with her brothers and their families. They tend to look down upon her husband and spread rumours about them. It is difficult enough to visit them for events such as marriage and death, however, it is even more stressful when she encounters them on the street without notice. She tends to feel like not looking at them, or running away.

This time, though, she handled it differently. As soon as she saw an older brother coming her way, she did the six-direction-reaching. After that she was able to handle the situation without the usual panic and went about her way. The same experience was repeated when she encountered her younger brother, who has quite a sharp tongue, which I have personally experienced. She was quite pleased and hopeful when she talked on the phone. Dilip
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**Biography & Writings**

Clicking on a chapter marker in the video usually will take you to the chapter. However, in some video playing software, that does not work. For that reason, the time location of each chapter is also given.
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ABOUT THE VIDEO

VIDEO PACKAGE:
I have structured BIM as a modular progression—meaning that each module is a brief series of experiential exercises elucidating one underlying topic in a way that is easy to learn and easy to teach. Further, each module is built on the earlier ones. Since most of the exercises require a partner, you could find one or more people to go through the modules with. Setting up a study group is a good way to learn the material.

VIEWING OPTIONS: The video can be played on a personal computer, which would allow a handful of people to do the exercises together. With an HDMI adaptor, the video can be shown on a digital television. And with a good projector, it can be projected onto a movie screen. Either of the two latter options would allow large numbers of people to do the exercises and learn the material.

The video is almost 11 hours long. To give people more flexibility in using the video, suggestions are provided below for different viewing options—both in terms of time and subject areas. Of course, any way that works for you to go through the material is fine.

Brief introduction –
0Introduction & Overview

Half-day to a Full Day –
Introduction & Overview, Safety Contract, Movement Riddles, Soft Body, Breathing, Love, Bridge to Home

Two-day experience – All of the above chapters plus
Posture, Core Power, Emotions, Emergency Stabilization, Intention, Power, Walking & Running

Three-day experience – All of the above chapters plus
Seeing, Speaking & Listening, Touch, Sensitivity, Dissociation, Self-Protection, Games

Peacemaking: the simplest and safest and most far reaching area of BIM application.
Introduction & Overview, Safety Contract, Movement Riddles, Soft Body, Emergency Stabilization, Sitting, Breathing, Posture, Core power, Emotions, Love, Speaking & Listening,

Trauma: the most delicate area of BIM application
All the chapters.
SOME BOOKS

The exercises in the video are described in various of my books. In addition, the books describe more exercises that are specific to the area of work that is the focus of each book. Here is a selection of my books that are most relevant to learning BIM techniques. Most of the books are e-books, downloadable from my website: www.being-in-movement.com.

EMBODIED PEACEMAKING:
Body Awareness, Self-Regulation and Conflict Resolution

This book is based on the idea that social and international peace must be built on a foundation of personal peacefulness, which Embodied Peacemaking approaches as a body state. This in-depth book on somatic practices for peacemaking shows how to work with breathing, posture, movement and intention to develop kindness, inner strength, and a peaceful attitude. By learning to maintain a peaceful body state, you will have a foundation for resolving conflicts in productive ways. 160 pages.

FEELING AIKIDO:
Body Awareness Training as a Foundation for Aikido Practice

A practical manual showing how to use body and movement awareness exercises to enhance the effectiveness of Aikido defense techniques and deepen Aikido practice as a meditative and spiritual process. The book focuses on intentionality as the foundation for posture, balance, power, and coordination. The general principles explained in the book apply to any other movement art or discipline. 300 pages.

WINNING IS HEALING:
Body Awareness and Empowerment for Abuse Survivors

This is a self-help book for abuse survivors and a resource for professionals. It is based on the idea that practical empowerment is crucial in abuse recovery. The book focuses on step-by-step exercises which show how to work with breathing, muscle tone, posture, movement and intention to develop body awareness, power, love, effective boundaries, and safety. It includes many case study examples as well as an in-depth consideration of the theory underlying the awareness and empowerment work. 400 pages.
TEACHING CHILDREN EMBODIED PEACEMAKING: Body Awareness, Self-Regulation and Conflict Resolution

Though peacefulness is usually thought of as a psychological or spiritual state, his book approaches it as a body state. The book makes use of body awareness exercises and games to help children learn how to work with breathing, posture, movement and intention to develop kindness and calm alertness. This mindbody state is just as helpful in homework or sports as in conflict resolution. 70 pages.


This brief book shows how to use breathing, posture, movement and intention to develop kindness, inner strength, and a peaceful attitude. By learning to maintain a peaceful body state, you will have a foundation for resolving conflicts in productive ways. 40 pages.

COMFORT AT YOUR COMPUTER: Body Awareness Training for Pain-Free Computer Use

Much of the strain caused by computer use is due to lack of knowledge of how the human body works. The first half of the book teaches relaxation, balance, and efficient posture and movement. The second half focuses on how to adapt the computer workstation to your needs, and find body-friendly adjustments of the desk, chair, and computer. The book includes specific sections on the use of standing workstations and laptops. 300 pages. Paperback book.

HANDS-ON TEACHING: Enhancing Body Awareness and Self-Regulation

The book focuses on exercises for developing sensitivity to another person’s body and for using touch as a precise and rapid way of teaching centering. Also included are chapters on the underlying methodology of Being In Movement® and on the sources which influenced its creation. 85 pages.
ABOUT BIM

A) **Definition of Being In Movement® mindbody education:**
   1) BIM was developed by Paul Linden as a way of making the core elements of Aikido (a non-violent martial art) more easily taught and learned.
   2) BIM is an empirical, educational process which focuses on the detailed understanding of the musculoskeletal structure in movement.
   3) BIM includes both movement instruction and hands-on body work.
   4) BIM examines how the structure and function of the body in action shape and are shaped by self-concept, meaning, and intentional projection.
   5) BIM examines how specific behaviors come out of the self-state. BIM provides resources for evaluating and changing self-states.
   6) In body and movement work, BIM models and teaches people skills of logic, language analysis, clear definitions of terms, & evidence-based thinking.
   7) Rather than having to learn all of it to use any of it, BIM is structured in topic modules so that people can use whatever bite-size chunks they have learned.

B) **BIM is a path of embodiment**
   1) Dis-embodiment is a path of anesthesia, alienation and defeat.
   2) Embodiment is a way of experiencing your life, and it has important consequences in how you feel and what you do.
   3) Embodiment is the experience of:
      a) The body as the self
      b) Emotions as physical events in the body
      c) An integrated mindbody state of power and kindness
      d) Effectiveness as arising out of this mindbody state
      e) Ethics as built into the body
      f) The bodyself as part of the planetary web of life

C) **BIM is an Aiki-Somatics discipline**
   1) Somatics disciplines view the body simultaneously as a mechanical object governed by rules of physics and biology and a subjective process of lived consciousness governed by rules of awareness, emotion, purpose, and meaning. (Based upon the definition by Thomas Hanna)
   2) Aiki (pronounced eye-key) is the core of Aikido, a nonviolent Japanese martial art. Aiki is a practical philosophy of harmony and cooperative action. It consists of principles and methods of self-awareness, calmness under pressure, compassionate power, and respectful engagement with others.
   3) Aiki-Somatics disciplines are somatic approaches which are concerned with aiki. They focus on power and harmony as expressed and created by patterns of breathing, attention, intentional projection, posture, and movement.
      a) This term was introduced by the German aikido teacher and body therapist Bertram Wohak as a generic label for all aiki-based somatic work.

D) **Body awareness is:**
   1) noticing, feeling, sensing, savoring—
   2) the rhythms, tones, qualities, shapes—
   3) of breathing, muscles, posture, movements—
   4) how you deploy your attention inside and outside of your body—
   5) how intentions shape muscle actions and movements—
6) how all that is a response to what is happening to and around you—
7) how it affects your abilities to manage what is happening to and around you.

E) Geometry of the self
1) Actions are lines through space. Efficient, effective lines have a clear direction to the
target and an appropriate intensity (vector forces).
2) The self is a volume, which changes with context
3) The self is an action/process, not a static thing.
4) The effective self is a radiant, symmetrical volume.

F) Logic, language, & evidence-based thinking
1) Structure
   a) BIM is based on a challenge-response model.
   b) test – operate – test – exit model.
2) For the practitioner, a self-correction method
   a) Don’t make assumptions about the contents or meaning of a student’s
      experience.
   b) By not stating your observations, you can elicit uncontaminated reports from
      the students.
   c) By not biasing your student, you can gain information which will serve to
      correct any mistakes you might make.
3) Definitions
   a) A good definition sorts the world into two “boxes,” with a rule that determines
      clearly which box any given object will go into.
   b) Operational definitions define concepts by concrete, measurable processes.
   c) Use body-based language rather than mind-based language.
   d) Don’t mistake metaphors for real things. (Very important)
   e) Concrete language is not the only way to communicate, but it is useful for BIM
      teaching purposes.
4) Logic
   a) Evidence-based thinking
   b) Reframe body actions as hypotheses about how self and world function
   c) Subject hypotheses to tests
   d) Verifiability & falsifiability: hypotheses must be structured so that it is clear
      what would show them to be true as well as what would show them to be false.
   e) Local versus general truths: a proposition may be true in a small area of the
      world but false in a broader area.
5) Occam’s razor: the simpler hypothesis is more likely to be true.
6) Clear language
   a) Assertion language: statements about the world.
   b) Expressive/evocative/values language: focuses on feeling states of a person.
      Utterances are neither true nor false, but effective or ineffective as
      communicating the feeling.
   c) Action language: intention by a person to bring about actions. Utterances are
      neither true nor false, but effective or ineffective at creating the action.
   d) The latter two language modes can masquerade as assertions. Mistaking one
      category for another creates problems in communications.
G) **Narrowing**

1) When we are challenged or threatened, we go into the *distress response*, which is contraction or collapse of breathing, posture and attention. This interferes with efficient, effective functioning and creates an alienated, oppositional state.

2) **Perceptual Deflection:** When we cannot control significantly painful events that happen to us, we control our perception of the events, for example through body numbness or dissociation.

3) Emotions are physical events in the body. Feelings are what those events feel like to the person doing them. The name of the feeling is not the feeling.

4) Instead of trying to infer the mental processes going on "behind the curtain", BIM sticks to publicly observable and/or tangible data—that is, events in the body.

5) BIM does not focus on stopping problematic behaviors. Instead, it seeks to identify and teach positive behaviors with which to replace the problematic ones.

H) **Resistance:**

1) People are often very enthusiastic about this work when they first find it, and then they never return.

2) BIM is evidence and logic driven. Everything is subjected to tests, rather than being accepted on the basis of authority or subjective feeling. People often experience that parts of their behavior have been disconfirmed, and they feel threatened by having to give up what seems to be parts of themselves. So they leave rather than embracing growth.

3) Changing one’s habits of perceiving one’s self and world – or interfering with one’s coping strategies – can make a person feel unsafe and undefended – which will lead them to resistance and quitting the program.

I) **Empowerment algorithm / movement experiments**

1) Identify a challenging and/or threatening stimulus in the client’s life.

2) Create a minimal representation of the stimulus to practice with.

3) Identify the body responses to the practice stimulus – which will usually be contractive or collapsing.

4) Amplify the body responses.

5) Teach a technique for creating expansiveness as a foundation for a better response.

6) Have the student evaluate the adequacy of the habitual responses by comparison with centered responses.

7) Practice using the expansiveness as a means of managing the practice stimulus.

8) Repeat the process with a graded series of increasingly intense stimuli – until the original life situation has been mastered.

J) **Goals**

1) A mindbody state of symmetry and expansiveness – of attention, posture, and movement -- reaching out into the world while staying anchored within the body.

2) A mindbody state of awareness, calm alertness, & compassionate power as foundation for efficient, effective, ethical action.

3) Independent thinking: the ability to apply somatic & language analysis skills to evaluate situations and actions for oneself.

K) **Center: Ease & Efficacy:**

1) Speaking structurally, the musculoskeletal system is balanced and free of strain.
2) Speaking functionally, this state allows stable, mobile and balanced movement.
3) Speaking in terms of intentional projection, this state involves:
   a) reaching out into the world with a symmetrical, radiant, expansive awareness and will while simultaneously staying anchored in the self.
   b) forming movements/actions with clear intentional lines.
4) Speaking in psychological terms, this state is an integration of power and love.
5) Speaking in terms of relation to others, this state is a balance of clear boundaries and openness (autonomy & connection)
6) Speaking in ethical terms, this state creates an awareness of and concern for the effects of one’s actions on the wellbeing of others and on the planet itself.
7) Speaking logically, students will be able to observe and analyze the presenting difficulty in terms that are amenable to empirical testing.

L) Applications to
   1) Physical tasks
      a) from chopping wood, to bicycling, to playing the piano
   2) Psychological tasks
      a) from stress management, or professional burnout to fear of public speaking
   3) trauma recovery
   4) peacemaking: we are hardwired for aggressive/violent responses. Political/sociological/cultural analyses seek to reduce the triggers to violent behaviors. Somatic work directly manages the biological triggering.

M) Ethics - A brief statement
   1) The basic principle is to help your clients and not harm them. In a nutshell, people using BIM will interact with all students from a place of compassionate power, respect and kindness.
   2) Be aware of power differential between the client, who is “unknowledgeable” and needs fixing, and the teacher, who is the “dispenser of wisdom.” The power differential makes it easy to take advantage of the client.
   3) No sex with clients or former clients. No sex with people who are important in students’ lives.
   4) Inform clients of your areas of competence, and be clear about areas in which you are not competent. For the latter, refer to other practitioners in other fields.

N) People not certified by Paul Linden as practitioners of BIM:
   1) May use the BIM techniques and/or modules they have learned
   2) Should be explicit that the techniques are drawn from BIM
   3) Should be explicit that they are not certified in BIM
   4) Should refer students to the BIM website for more information, www.being-in-movement.com
   5) Should not represent BIM as diagnosing, working on, or curing physical or psychological illness—though people with medical or mental health licenses can say they are using BIM techniques as an educational adjunct to treatment modalities
   6) Should respect the legal service mark in any writings: For the first mention of BIM, use the complete phrase “Being In Movement® mindbody education”

O) Healing the world:
   Developing a way of living based on kindness, interdependence, and sustainability.
VIDEO CHAPTERS

The entries in the Cambria font are informational/conceptual in nature.

And the entries in Arial bold are exercises.

The following module descriptions are not meant to be fluidly readable. They are brief statements of the contents of each video clip in the words that are likely to be remembered by a person who is doing a search for some topic or other.

BEGINNING

A - INTRODUCTION & OVERVIEW -- 00:00:15
1) Tissue Throwing-- throwing a tissue is a small-scale, safe representation of an attack or a problem. Observing body responses and changing them.
2) Three key exercises-- softening the body core, smiling the heart, and reaching awareness outward.
3) Overview—I am teaching people how to notice their emotions, regulate them, and by doing so create an internal state which leads to effective action. Our culture sees two options: victim or perpetrator. In contrast, our goal here is compassionate power as a foundation for effectiveness.

B - SAFETY CONTRACT -- 00:07:13 — Do only what is safe and appropriate for you.

C - MOVEMENT RIDDLES -- 00:07:50
1) Mumble
2) Say something unfriendly
3) Don’t be pulled across the Line
4) Get strong = tighten
5) Raise the eyebrows
6) Mind and body are one. We will learn tools for accessing the whole self through physical experience.
7) Respect, kindness, relaxation and peacefulness are sources of strength. That’s not philosophy. It’s physiology.
8) Holding breath is part of fear/startle response and creates weakness.
9) Hypothesis: splitting the attention creates weaknesses. Test.
10) When I poke your stomach, slap my hand away and say "don't touch." Then try it saying "thank you".
11) In a stride stance, to test the response objectively, have the pusher close his/her eyes, and have the person being pushed refrain from telling whether they are thinking something friendly or unfriendly.
12) The opposite of fear and anger is power plus love. Power without love is aggression. Love without power is ineffective.
13) In shock and trauma, we dehumanize both ourself and the other.
14) Natural response to a threat is to tighten and pull away. Without resources for doing something more effective, you're left with the natural response as the only response.
15) I am working with an attack/defense model. For healing and for an effective response to a threat, you have to be loving, respectful, grounded, gentle, flowing and powerful.

16) Aikido is a nonviolent Japanese martial art.

17) A philosophy of nonviolence needs an attacker to practice with as a physical training practice.

18) Distress response is contraction or collapse of breathing, posture and attention. Smallifying.

**D - SOFT BODY -- 00:35:57**

1) Spreading Shhh to call participants together.

2) **Tissue throwing**

3) Informed permission is basic for safe practice.

4) Mind-based language. Body-based language gives a solid handle on your feelings. You can’t change what you’re not aware of.

5) A movement experiment captures a real life problem in a small-scale safe version.

6) Triggers — things that remind you to enter into a past trauma

7) Calibration toward light/easy for safety and toward heavy/difficult for strengthening.

8) Attack-defense model

9) walk around with your shoulders tight, and then with your shoulders loose. Can you be welcoming with your body tight?

10) Lobster fantasy.

11) **Relax the core muscles -- tongue, mouth, throat, chest, belly, pelvic floor.**

12) Demonstration: testing the concept “controlled.”

13) **Four tissue throwers**

14) Definition of relaxation: appropriate effort. Relaxation is the foundation for power. Releasing extra tension.

15) The name of a feeling is not the feeling itself. Feelings are body actions.

16) Model: Challenge/Response & Hypothesis/Test. You should accept ideas and techniques only if you test them and they work for you.

17) Demonstration: testing the concept of controlled movement

18) **Tighten your tongue etc. and walk around. Now let your tongue & throat relax, & also let your belly & breathing get loose. Walk around.**

19) Free body feels uncontrolled, but movement is better.

20) Letting the belly plop out feels wrong.

21) Demonstration: testing sitting straight

22) Sitting “straight” creates a weak posture. Letting every part relax will connect the whole body and improve movement.

23) **Centered walking; what do you do when someone bumps you?**

24) Demonstration: Space Intrusion. The attacker invades her personal space on me.

25) Towel throwing -- Task as operational measure of feeling. Tight body reduces the distance the towel is thrown.

26) If the trauma in the past, do I evoke it in the present to work with it? Say the word “Rape”. Most people experience a shock in their body.

27) Empowerment sandwich: first power, then trauma, then power. I won’t let people talk about their trauma until after they have bracketed it with empowerment on both sides.
28) Talking about a trauma without being centered amounts to practicing being overwhelmed. Double tracking is holding center plus the trauma feelings simultaneously.

29) Start learning in irrelevant area. So the client is not feeling worried about what I’m going to do.

30) The attacker yells “noses” and the defender practices staying relaxed. Yell something meaningless.

31) Movement experiment: must be real enough to arouse some feelings, yet minimal enough to be safe.

32) Primordial physical education for predator animal is fighting with your littermates.

33) “Ready” is open, not closed.

34) Emotions are physical events in the body, and the words are not the emotion, just the name of the emotion. Using mind language does not give you information about what to do. Using body-based language gives you information about what you are doing and what you can do differently.

35) Normal English assumes that emotions happen to you, but it is more productive to say you did the emotion and can undo it.

36) Analyzing the idea that someone makes you feel something.

37) Affirmations are untrue, they are something that you wish to make true. Self-talk can reduce body awareness.

38) With body awareness comes the experience that I do emotions.

39) Think of something that makes you anger, and feel the changes in your body.

40) Think of something that makes your heart smile, and feel the changes in your body.

41) Demonstration: dodging strike: attentive and aware of whole environment

42) Steps in teaching the first exercise: throwing tissue:
   1) Establish safety contract
   2) To detect dissociation, periodically ask what the safety contract is
   3) State what you’re going to do & ask permission
   4) Calibrate
   5) Throw tissue
   6) Ask, What do you notice?
   7) Set aside language of feelings, instead use body-based language
   8) Make a list of body actions. Breathing changes? Muscles?
   9) Teach a different response: relax tongue, shoulders, belly, too soon for pelvic floor muscles, maybe breathing.
   10) Throw tissue again, ask if it’s different?
   11) Is it useful for your life? What can you take from the lesson that you can practice?

**E - EMERGENCY STABILIZATION** --01:56:20

1) Attending to the body can open a person up too fast

2) Temporarily putting the body into a tight or strenuous state interferes with normal emotions

3) Swallowing a bowling ball

4) Jumping jacks

5) Wall pushing

6) Hips swinging arms
7) Trauma from a war produces violence & starts the next war
8) More healthful process is to create a state of expansiveness & power
9) Focusing on the pain or the problem makes one unable to respond effectively.
10) Demonstration: using pushing to help a participant out of a stress response.

F - CONCEPTS -- 02:12:31
1) Body/movement is a mirror of the self and its way of functioning.
2) It is necessary to deal with the meaning/functioning of a movement to change the movement.
3) It's hard for people used to making interpretations of movement to refrain from understanding what they are seeing and simply reflect back what the client is doing physically – and leave the meaning for the client to discover for herself.
4) What would you do if a client became overwhelmed and started decompensating?
5) I examine the body as a process of choice points forming a decision tree.
6) Center of gravity is the average of mass, it can even lie outside the body.

G - SITTING -- 02:19:17
1) Raise your arm—paying attention to process vs goal
2) Demonstration: Stable sitting posture as the antidote to mental fear around a stressor
3) What segment of the body do you move to go from a slumped to upright sitting posture? The pelvis.
4) Where is the hip joint?
5) Rolling pelvis forward & back, legs together or apart—effects on ease of movement. Effects on breathing & stability.
6) conduct an orchestra with your legs together or apart. Which provides greater ease of movement and stability? Most people choose the apart position.
7) Raising the head is not raising the chin and lowering the occiput
8) deriving postural uprightness by rolling the pelvis into position stabilizes the posture and frees the breathing
9) demonstration: stable sitting posture. What happens to the low back when the knees are brought together? And breathing is restricted.
10) demonstration: stable sitting posture and response to a yell. People often think that assertiveness is stiff, but in fact it comes from gentleness.
11) Rolling the pelvis, in kneeling position.
12) demonstration: stable sitting posture
13) demonstration: stable sitting posture improves reading aloud
14) Sitting with knees together constricts breathing and reduces balance
15) High kneeling, press hip joints/tailbone back into a stable sitting position.
16) Women are supposed to keep their legs together so they will be tip-able.
17) Towel sitting; supporting pelvis and back with a towel roll, instead of using lumbar support
18) Chairs are an instrument of political repression

H - BREATHING -- 02:56:58
1) Suck in your gut—and let it go. Let it go without sucking it in.
2) Soft belly looks bad, but it is strong.
3) Diaphragm action in breathing. Pushes down and belly swells.
4) Expand belly, chest, low back as you inhale
5) Lying on back, put object on belly & chest, to show breathing movement
6) For breathing exercise, upright sitting is helpful
7) Inhaling & sucking in the gut is fear/startle breathing
8) Expanding the belly on inhaling can be simultaneously comfortable and unfamiliar/uncomfortable. For many people, it's unhabitual.
9) Leaning back in the chair reduces breathing & makes it hard to stand up.
10) Chair teaches us to feel weak & incapable of self-support. However, upright sitting is possible.
11) Soft belly breathing: Breathe in through the nose & out through your mouth—which is the pattern for lifting a weight or talking—therefore this is a meditation about contacting the world.
12) What chair to use? Kneeling chair? Lumbar support is irrelevant. It amounts to pushing on the wall instead of leveling the foundation.
13) The towel functions as a support for the pelvis and spinal column because it fills in the gap between the tailbone and the chair.
14) This breathing pattern enables efficient movement.
15) Hands-on demonstration of breathing work.
16) Anti-tickle breathing technique
17) Demonstration: non-touch analog to tickling

I - POSTURE -- 03:26:56
1) Raise occiput (back of head) & drop chin a bit, which interferes with the body's ability to do fear.
2) Tuck your tail & walk around. Next arch your back & walk.
3) Raise your head. Speakers of American English typically raise their chins with this command, but that is lowering the back of the head.
4) Arch your back and throw a folded towel. Then tuck your tail & throw. Then find the middle & throw.
5) Hands on demonstration of posture & the feeling of unsafety. Standing feeling insecure, tense & unstable. Relaxation leads to stability & a feeling of being secure.
6) Participants have seen cats but none of the cats that I’ve ever seen. Yet when we use the word, we think we're talking about the same thing. By the same token, it is important to watch the client's body. What they do is what their words mean.
7) Hands on demonstration of posture work
8) In order to study yourself, you need a movement sport or art to use as an ongoing vehicle for gathering information about yourself.

J - CORE POWER -- 03:47:43
1) Mumbling slackens the whole muscle system.
2) The Distress Response is to smallify posture, attention & breathing.
3) Press hip joints back, bend the knees. keep head aligned, spine lengthened, sit down.
4) Hands on demonstration of sitting action
5) This sitting posture looks and feels dignified and empowered. Self-esteem is a postural state.
6) Distress response: becoming smaller. Fear, anger, negative feelings, are small.
7) This is the physiological antidote, actively expanding the sense of the body.
8) Woman felt crowded. Through opening her body, she felt okay.
9) Hands on demonstration. Without seeing her do the action physically, I don’t really know what her words mean.
10) It is important to help people do their mistakes with clear conscious awareness. Once they know what they’re doing, they can change it.
11) Tense belly interferes with back strength & stability
12) What’s a good tomato? What is something good for? The context determines the answer.
13) Squat down a bit—by pressing your hip sockets back. Then conduct an orchestra, in this new way of moving, then in your old way. Which feels easier and freer?
14) Keeping the freedom in your core, walk around with your body lengthened, and see how that feels.
15) Find daily tasks in which to practice the skills developed here.

**K - EMOTIONS**  -- 04:08:58

1) Martian’s question: what is an emotion? An emotion is an event in the body. A feeling is what the event feels like to the person doing it.
2) Have one person do an emotion while walking. Observe their body and describe what you see. Guess which emotion they are feeling. The name of an emotion is not the emotion.
3) Since the body is all that can be directly observed, knowing another person’s feeling is an inference.
4) Demonstration of centered walking and running. Smooth movement with little up-and-down motion.
5) Changing the body is the direct way to change emotions.
6) I don’t tell a client what I observe. If I’m wrong, I have misled them. If I’m right, I have ignored their pace. I teach them how to self-observe.
7) I keep my emotion guesses to myself, and I ask neutral questions about their body and movement.
8) What would I do with someone who feels vulnerable when they soften and open their body? Set up a movement experiment in which to test whether they are actually more or less vulnerable when they do the new behavior.
9) Abuse survivors often believe they cannot possibly be safe so they opt for reducing their awareness so that they feel safe. I am suggesting they test their feelings and discard the ones they find to be nonlogical and inaccurate.
10) Teach new resources to replace old, costly coping strategies.
11) The body does not affect the emotions. The body is the emotions.
12) Somatic work allows people to experience how they construct their emotions and behaviors and then make new choices.
13) It takes practice to see the details of postural behavior. When you work in groups, you can get feedback from the rest of the participants about your perception of the details.
14) Case study: teaching an angry boy that he has a choice about his anger.

**L - LOVE**  -- 04:34:21

1) Imagine the boss from hell. Feel anger & hatred. Observe the posture.
2) Observe: what does the woman do when she thinks about getting a hit man? I can see it, but I won’t know what it means until she tells me.
3) Say aloud “rape” and notice your physical responses, usually smallifying of one sort or another.
4) Talking about an overwhelming problem while doing negative physical responses (such as fear and anger) is practicing being overwhelmed.
5) BIM teaches students how to create an empowered body state and from that state talk about an overwhelming issue without being overwhelmed.

6) **Imagine something that makes your heart smile. What happens in your body? Loosening & freeing.**

7) Demonstration of aikido: Love is more effective than anger as a foundation for combat.
8) Demonstration: a woman felt tension as she tried to protect a third person from an attacker. She experienced that that disconnected her from herself and thereby weakened her.
9) Our emotions of love or anger elicit the same in people around us. If we have to fight, will do so better in the state of compassion.
10) The Anglo-Saxon word “Hal” is the root of whole, holy, hale, heal and health.

M - **INTENTION -- 04:51:49**

1) Stand & want the magic pen. Feel the postural shift toward the pen.
2) Intention: a commitment to move through space to a goal. That organizes the muscles for action. The mind sets up instructions for the muscles.
3) Yellow traffic light, foot wavers. Two messages to muscles.
4) The body is a readout of the self. Changing the body is changing the self.
5) I rarely define words with other words. Instead I do exercises to produce an experience.

6) **Stand & want something.** Some people will tip away. That’s not wrong. It is indicative of a different meaning in their lives.
7) Love & power are the same thing said differently.
8) **Unbendable arm. Aim to reach something.**
9) **Unbendable arm, with a person poking to distract.** Keep relaxed & focused.
10) We start with one arm & build toward overall state of expansiveness. Releasing the core is relaxation. Expansiveness is the beginning of empowerment work.
11) Before any voluntary movement, a blueprint of the action is created.
12) **Six Directions Reaching:** Direct your attention down through your feet into the ground. Up out the top of your head into the sky. Reach left. And right. Forward. And back. And all 6 at once.
13) **Walk around keeping the awareness field expansive.** Notice whether passing by someone changes your field of awareness.
14) Most people will find one direction or another more difficult. With practice, all directions in and around your body become equally accessible.
15) The self is a volume. Actions are lines through space.
16) Tilt chair: State dependent & independent people.
17) Progression from releasing core, smiling the heart, postural stabilization, now adding intentional level of practice.

18) **Six Directions Breathing, in through your nose and out through your mouth, projecting outward in each direction.** What do you notice?
19) Hands on demonstration. Postural imbalance can interfere with breathing in that direction.
20) Yell “cookies”. Having no response. Symmetry & expansiveness is the opposite of fear, anger, etc. This is the foundation for doing an efficient & effective response to a problem.

21) Walking up to person. What do they do in their body?

22) Create radiant field of awareness/attention, walk around & notice how you respond when passing close to another person.

23) If your space is strong & kind, a person can get close to you, but that won’t be an invasion of your space.

24) Create strong & compassionate field of attention, and maintain that as a person walks up to you.

25) Using centering as a foundation for intervening between 2 angry people.

**POWER** -- 05:41:44

1) Walk through a partner’s outstretched arm-barrier, with enthusiasm

2) Imagine the boss from hell. Feel anger & hatred. Anger is tense & weak.

3) Imagine something that makes your heart smile. What happens in your body? Loosening & freeing. Kindness is necessary to create power.

4) Demonstrating a strike with kindness

5) Chopping with a towel: love as a power source.

6) Love without power is ineffective. Power without love is brutality.

7) Anger is a strategy for achieving something. Kindness with power is a better strategy, and with a better strategy as an option, people will often be willing to give up anger.

8) Take a quality into your body. Bright yellow or cobalt blue. Silk or sandpaper. How does the quality affect your movement, and which quality would be best for which task in your life?

9) Six Directions Reaching: Walk around feeling expansiveness outward while staying in touch with your belly.

10) Invading space: intentional projection outward means owning your space.

11) Six Directions Breathing

12) Case study: my work with a child who had been abused. Practicing power.

13) Helping the attack to control it.

14) Our culture recognizes 2 states—winner and loser. Many push away their power in order not to be a perpetrator.

15) Hit a partner backhand with a towel on the thigh.

16) Is it OK to hit people? Yes, if it is truly necessary for protection. Would Attila the Hun heed a polite request not to trash the village? Power is not necessarily evil. Part of recovery from a trauma is gaining power over the traumatic situation.

17) Case study: Group of juvenile sex offenders. I showed them that their ideas of toughness and strength were weak.

18) The question is how to interrupt people’s focus on content/results and teach people to focus on the process.

19) Case studies of process orientation: Little girl. Married couple.

**WALKING & RUNNING** -- 06:43:45

1) Walk around & notice when your right foot moves you forward. In front, underneath, or behind?

2) Walk around & try leaping over a puddle. Your back foot will shove you forward. Walk forward this way

3) Demonstration of vector addition.
4) In walking, the back foot shoves on an angle, which can be analyzed as the sum of a vertical and a horizontal vector. The vertical thrust lengthens the spinal column upward.

5) Demonstration of running: Smooth movement, very little up & down motion.

6) Does running or walking have anything to do with psychological functioning?

7) Why swing the arms when walking or running? Why use a contralateral swing (advancing the leg and the opposite arm)? That damps down the rotary motion and allows a more efficient forward motion.

8) Why fold the arms when running? Shorter pendulum, faster swing – to keep up with the more rapid movement of the legs.

9) **Run with your arms straight & motionless. Walk with a homolateral gait. How does that feel?**

10) Learning to use the smoother locomotion is a method of integrating power & relaxation. Applied in a session with a therapist, this gives a way of staying centered when talking about a painful event or situation.

11) **Tunnel of Annoyingness: walking with relaxation & presence.**

12) Demonstration of focusing for kids with attention problems: physical softness & power lets them be aware of but not distracted by things that are going on around them.

**P - SEEING -- 06:58:17**

1) Demonstration: feeling threatened results in a narrow visual focus.

2) **Soft eyes: find a spot to focus on, and pay attention to the periphery of your visual field.**

3) **Shrinking rope-border: don't focus on avoiding the people. Focus on moving into the spaces between. Then take away the border & feel the freedom to move.**

4) Monday-Wednesday Language Committee: Primary meaning of the word “attitude” is “a ship’s position in water or air.” From that we derive the metaphorical use of the word to mean mental/emotional stance.

**Q - SPEAKING & LISTENING -- 07:05:14**

1) **Tissue Blowing: lying on your back, as you blow the tissue off your face, aim your breath just a short distance above your face. Now try it aiming your voice at the ceiling above you. Which blows the tissue farther?**

2) **Aim your voice through space at someone standing far away from you.**

3) **Frying Words: Break the bonds to a negative event by speaking of it in a loud, clear voice.**

4) **Assertiveness: tell a partner to go away and stop bothering you. Can you do it with a soft and present body? Not with aggression or antagonism.**

5) **Chocolate spaceship:** having an agreed-upon signal which will tell people involved in a dispute to stop talking and center themselves.

**R - TOUCH -- 07:16:30**

1) Book: *The Ethical Use of Touch in Psychotherapy*, by Mick Hunter & Jim Struve. If you accept the argument that clients have been hurt through touch and should therefore not be touched, then you must similarly agree not to talk to your clients.
2) Work with touch is not inherently unsafe or retraumatizing. It is not being touched which is traumatizing, but through inappropriate touch being made to feel powerless. Experiencing one’s capacity for effective action is healing.

3) Approaching client in a neutral way—not bringing your own baggage. Touching must have no emotional/sexual charge for the teacher.

4) To be ethical and effective, touch must be done skillfully.

5) Participant’s thesis was on the use of touch in psychotherapy. Why touch? For teaching about muscular structure. For teaching self defense. For trauma recovery.

6) Demonstration: hugging uncomfortably is a choice. And it is possible to choose to hug or not to hug based on the present situation.

7) **Lift a shoe and then lift your partner’s; arm. Is your touch different? Is how you lift different? Lift the arm with the awareness that you are picking up a conscious being.**

8) working with a partner, each of you hold in one hand an end of a 3 foot (1 meter) long stick. Your partner should think about one end of the stick. Can you tell which end? Have your partner alternate thinking about each end. Feel the micro-movements that let you know which end your partner is thinking about.

9) Have your partner grasp your wrist and think of a direction to push, pull or twist your wrist. Can you discern the direction? Try moving in the direction you have identified? Does your partner agree that that was the direction?

10) **Feeling emotions:** Have your partner lie on his back or stand up comfortably. Close your eyes and hold his shoulder gently while he does an emotion. Can you tell what emotion he is doing?

11) **Pushing Links:** Directing movement from joint to joint through the skeletal structure is like pushing a chain.

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**S -SENSITIVITY -- 07:25:55**

1) **Mirror Polishing:** stay in place & stick to a partner’s hands as she moves them around.

2) The leader moves in a straight line, stopping and starting, going forward and backward. The partner sticks to her hands as she moves.

3) The leader moves around in any direction & the partner sticks to her hands as she moves.

4) **Blind Walk:** A soft and receptive touch to guide your partner while he keeps his eyes closed. The person walking with her eyes shut should also stay soft and receptive so that she can accept your guidance.

5) **Observe someone walking, Observer will watch while tensed, and while relaxed and centered. Does the mindbody state of the observer affect his or her observation?**

6) How do you get people who are angry to take a calm look at what they're feeling? The skill of calm observation of one’s strong feelings must be learned when one is calm.

7) Working with a family or other group, I take some time at the beginning to teach centering skills so that they have them when needed. I start by teaching process before having the group going to content.

8) **Yielding is going with the flow of an opponent instead of resisting his power.** Oppositional thinking has the structure of "No – but." Yielding/harmonizing has the structure "Yes – and."
9) Most conflict management approaches work on the level of thinking, speaking, and political engagement. What's missing is the body.

**DISSOCIATION** -- 07:36:31

1) The barn model of human existence. We close ourselves for protection, and that makes you less protected. Being wide open is more effective.

2) The more of the world you take in, the more safe you are to deal with the world.

3) Our culture teaches us to be tight, hard & closed, but that is like driving with the parking brakes on. We numb our bodies because we can't control the world. Dissociation creates the feeling instead of the reality of safety.

4) **Put your awareness into your hand. And withdraw the awareness by sucking the awareness juice up into your shoulder.** This is numbing one body part.

5) **Raise your arm to shoulder height, and lower it. Do it again. Each time raise it only half as far. Soon the lift will be invisible, but something is being lifted. Lift that something up to shoulder height while keeping the arm down by your side.** That is the same something you withdraw from your arm to numb it.

6) **Leaving arm:** Have partner squeeze your hand strongly; you pull your awareness up your arm into your shoulder.

7) Demonstration: in my approach to Aikido, non-resistance is based on entering into the other person with that something.

8) **Ceiling Feeling:** Focus your attention upward and sideways to a spot on the ceiling. Walk around. This spacey feeling is one of the two common geometries of dissociation. **Now bring the spot directly overhead, slide it down into the core of your body.**

9) **Wrong End of the binoculars:** walk around keeping everything distant in gaze. Then come back out to meet the world. **Stay in your core while attending outwards.**

10) If you have learned that you’re powerless to protect yourself, you’ll leave mentally to avoid the pain of being hurt.

11) **How do you bring someone back from dissociation?** Different spatial geometries require different processes.

12) **Rat Guts—ickkk. Rat Guts—ahhhh.** This is a way of replacing physiological distress with a feeling of being okay.

13) **Actions are lines/vectors. The self is a volume.**

14) The distress response is to smallify: fight, flight, freeze, or collapse – anger, fear, dissociation, resignation.

15) The antidote is expansiveness. Relax the core, open the breathing, stabilize the pelvis, use the correct force vectors in walking.

16) **Demonstration:** this participant had multiple sclerosis. By skipping & singing “Let’s fall” he was able to find much more fluent, essentially normal walking gait.

17) **Frying words:** Agreeing with a negative statement strengthens the stimulus-response connection. And so does protesting the statement. **Saying negative words in an empowered body state breaks the connection.**

18) Demonstration: creating an empowered relation to the trauma. You can’t change the past, but you can change your present relation to the past.

19) **What is self-esteem?** Identify the body-state of self-esteem.

20) **Walk around in a state of vigilance.** Walk with hypervigilance.

    Hypervigilance is usually tense & narrow—a state of reduced vigilance.
21) **Walk around with vigilance.** Someone in the group will bump into the people as they walk around. What happens in your body as the bump-person approaches you?

22) Demonstration: Postural solidity as the foundation for reducing dissociation. Assign a non-meaningful label (a variable) to a trauma and say it out loud with clarity and strength. Using a variable allows a weakened form of contact with the trauma. By slow steps, you can work your way up to staying centered as you describe the full trauma. Speaking about a trauma without a stable foundation amounts to practicing being overwhelmed. Full resolution of a trauma most often requires mastering the event.

23) You can’t simply say “I noticed that you are doing...” That places you in the dominant position relative to clients and reinforces the feeling of being a victim. You need a task as an operational readout of the client’s body processes.

24) You can’t start directly with trauma, because victims are still scared. Empowerment sandwich.

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**U - SELF-PROTECTION**  -- 08:24:29

1) What is safety in a professional relationship? Normally, safety would be defined as “appropriate behavior by the professional.” This is a crucial first stage, but there is another stage. And that is: the client’s ability to protect him/herself.

2) Learning practical protective behavior is crucial in trauma recovery.

3) Demonstrations: Aikido skill of reading the body & going with the flow.

4) Case study: putting a box of books on a shelf – posture and movement as expressing and creating fundamental strategies for dealing with life situations.

5) Video clips from an Aikido seminar.

6) *Help Me* Aikido awareness drill. DO NOT TRY THIS unless you are a trained Aikido practitioner and can take the falls safely.

7) Demonstration: self-defense for a young boy. Hair pull to unbalance someone.

8) Case study: little girl who bit an attacker.

9) **Hair pull to unbalance someone.** Make sure not to throw your partner.

10) **Say No & push the attacker on both shoulders to create a barrier and stop the attacker.**

11) Demonstration: Escape from a supine pin. DO NOT TRY THIS unless you are working with a trained Aikido practitioner.

12) For this kind of physical contact work, the teacher must be scrupulously neutral in their touch.

13) This is not a self-defense course. It is the use of specific self-defense techniques to give a victim an undeniable experience of their power to protect themselves against the specific assaults they experienced.

14) Case study: Party grab

15) Demonstration: Defense against an attack from behind.

16) Flowing circular defense movements are more healing than short, hard movements

17) **Defense against a choke**

18) Our culture recognizes 2 states: winner & loser. Often abuse survivors reject their power in order not to be perpetrators. Power, and even destructive use of force, are not necessarily evil. Self-protection can be ethical.

19) Empowerment model works as a metaphor even with traumas such as a car crash. Demonstration of work with car crash survivor.

20) In every piece of individual work, I started with empowerment, found something which engaged the traumatic experience, and then taught something which allowed
the individual to be in control of the traumatic event. I go over and over the event constantly increasing intensity of the movement exercise.

21) Defender lies on their back on the floor. Attacker stands between defender’s legs. Defender begins the throw and does not complete it—unless the attacker is trained in safe falling. Problems are problems when you lack the resources to solve them.

22) Demonstration: using core muscles to raise the leg.

23) Wrist flexion: tightening one side of the joint versus freeing the other side.

24) Demonstration: when a person feels defensive, they close their body. Whether someone stands between my legs or punches me, I can move with more strength and speed when my body is open.

25) Case study: A letter from a woman who’d taken a self-defense course with me. She wrote to say that, rather than the combat techniques, it was centered breathing that saved her life in an assault.

26) Chocolate cake theory of education: after eating one chocolate cake, don’t immediately eat another one. Give it digestion time.

27) Question: how do you keep people from misusing knowledge? Give them the experience of the body foundation for ethical behavior. They will not be able to use smooth, coordinated movement if they wish to hurt someone,

28) Question: if I have a client who uses violence to manage his anxiety, should I teach him relaxation? Teach him instead to use kindness and calmness as the foundation for effective defense. Don’t try to push your agenda. Help him succeed with his agenda.

V - GAMES -- 09:57:05
1) can you keep your body free and balanced even with the stress of the various games? And the games are a good way to take a break from the seriousness of this learning.
2) Thumb wars
3) Fishing – making it through the towel-on-a-rope as it is swung
4) Caterpillar – assembling multiunit Caterpillar—first one spin as a defense technique; then as a counter attack; then as multi-person line spin.
5) Arm grab—circling bodies
6) Wrist grab, turning to join the other person’s direction

W - BRIDGE TO HOME -- 10:27:44
1) When you leave the workshop, how do you continue the practice? The old elements of your environment will prompt you to be the way you used to be.
2) Pick something you do frequently, and do it as an opportunity to practice and apply what you’ve learned in this workshop.
3) Improving golf as a means of practicing awareness.
4) How could you summarize everything we’ve done in this workshop in a two-minute statement? Boiling it down this way is an opportunity to consolidate your understanding.
BIOGRAPHY & WRITINGS

PAUL LINDEN is a somatic educator, a martial artist, and an author. He is co-founder of the Columbus Center for Movement Studies and Aikido of Columbus in Columbus, Ohio USA. He is the developer of Being In Movement® mindbody education. He has a B.A. in Philosophy and a Ph.D. in Physical Education, and is an authorized instructor of the Feldenkrais Method® of somatic education. He has been practicing and teaching Aikido for forty-three years and holds a sixth degree black belt in Aikido as well as a first degree black belt in Karate. His work involves the application of body and movement awareness education to such topics as stress management, conflict resolution, performance improvement, and trauma recovery. Paul is a member of the International Facilitator Team for Male Survivor Weekends of Recovery (MaleSurvivor.org) and was recipient of the 2010 Howard Fradkin Award for Creative Survivor support. Paul is on the Board of Directors of Aiki Extensions (aiki-extensions.org), and he is the originator (along with Bertram Wohak) of the International Aiki Peace Week, during which Aikido schools around the world feature events in which Aikido as a peacemaking art is showcased.

Papers by Paul Linden are downloadable for free from the website.

Books by Paul Linden, all but two are downloadable from the website:
• Embodied Peacemaking: Body Awareness, Self-Regulation and Conflict Resolution
• Teaching Children Embodied Peacemaking: Body Awareness, Self-Regulation and Conflict Resolution
• Reach Out: Body Awareness Training for Peacemaking – Five Easy Lessons (A free download. Also available in German, Spanish and Portuguese)
• Comfort at Your Computer: Body Awareness Training for Pain-Free Computer Use (Paper book)
• Winning is Healing: Body Awareness and Empowerment for Abuse Survivors
• Winning is Healing—Basics: An Introduction to Body Awareness and Empowerment for Abuse Survivors. Also available in German as a paper book titled Das Lächeln der Freiheit
• Hands-On Teaching: Enhancing Body Awareness and Self-Regulation
• Feeling Aikido: Body Awareness Training as a Foundation for Aikido Practice
• Breakfast Essays: Brief Writings on Body Awareness and Life
• The Loon Den and Other Strange Rooms (children’s book)
• The Adventures of Dirk Steel, Investigative Reporter (children’s book)

FOR MORE INFORMATION ON PAUL’S WORK and to look at sample chapters from or purchase any of the e-books: go to www.being-in-movement.com.