***Principles***

* Conscious Guidance and Control: is the ability to apply awareness, inhibition, and direction in an individual’s life, allowing them to make and carry out conscious decisions regarding their physical movement and mental processes.
* Awareness: The ability to bring conscious attention to an individuals physical and/or mental actions and behaviors.
* Inhibition: The ability to provide oneself with the mental space so one can choose whether or not to do an action as well as how to do the action. In order to learn to inhibit, a student is provided with a stimulus, (a stimulus can range from someone talking to them or an impulse either given from without or within to perform a certain action.) The student then takes a brief moment before reacting to the stimulus to consider their choices and decide how they are going to accomplish an action.
* Direction: Directions are a series of mental instructions given with the purpose of encouraging the body to move in a particular way. A student gives themselves directions after they inhibit their reaction to a stimulus. Directions can help the student to move in a way that is outside of the student’s habitual pattern of movement.
* End-gaining: An individual is end-gaining when the individual has a goal and uses a ‘by whatever means necessary’ approach to reach that goal. Alexander Technique instruction helps individuals to notice when they are end-gaining and gives the individual the opportunity to choose the best means to reach their goal. Alexander teachers stress the importance of noticing when an individual is end-gaining because often when an individual end-gains they will choose a series of actions that may attain their goal but may cause them physical or mental harm in the process.
* Faulty Sensory Perception: When an individual perceives that they are physically doing one thing when in fact the individual is doing another. For example, an individual demonstrates faulty sensory perception when they believe they are standing with their hip in line with the rest of their back, when in actuality they are standing with their hips slightly forward.

Faulty sensory perception makes it very difficult for anyone to improve their functioning without hands-on guidance. In lessons, the teacher uses hands-on work to guide the student. This provides the student with a kinesthetic experience that is likely to be different from what the student is familiar with. Hands-on work helps the student move in a way that is more coordinated and out of their habitual pattern of movement. These new patterns gradually become more familiar until the student can work with their own movement outside the lesson.

The type of touch used is professional, non-invasive and gentle. It does not involve any massage or palpation of tissue. Tips of the fingers or the whole surface of the hand is simply placed in contact with the pupil. The teacher may apply their hands to areas that may include but are not limited to head, neck, back, shoulders, collar-bone area, hand, arms, top of pelvic bone (front of hip), knees, feet and legs.

For this age group in a school setting, the one-on-one work will take place in a small three-person group setting. All lessons will be videoed to aid the learning process of the students.

***Procedures***

All lessons and classes involve work in three categories: Upright Work, Lying Down Work, and Working in Activity

* Upright Work
	+ Sitting and standing work: Each student will work on the principles of inhibition and direction through the basic movements of standing and sitting. The teacher will aid in this learning process by applying her hands to different areas of the student’s body, encouraging the student to move in a non-habitual way.
		- The purpose of this activity is to help the student work on inhibiting, or providing himself or herself with a sufficient amount of mental space to think about the physical action of either standing or sitting. This space allows the student the opportunity to consciously reason out the best way in which to move, instead of relying on the habitual movements that the student uses to normally function. It is important to bring these movements in to a realm of conscious awareness because doing so allows the student to change any habit that may be causing them harm or pain.
	+ Lunge: Each student will be aided by the teacher to take a position of movement in which one foot is in front of the other, and there is a slight bend of the torso forward.
		- The purpose of this activity is to allow the student to explore various ways of moving and bending. In many circumstances (but not all) the teacher will choose to do this exercise if the student often has occasion to stand with one foot in front of the other, or if the teacher would like to use this movement as a tool to improve the student’s coordination of their back and legs.
	+ Monkey: the student will be aided by the teacher to move into various positions of movement in which the student’s feet will be evenly spaced apart from each other as the student allows their knees to go forward, while their hips and back go back away from their head which is going forward and up from their back.
		- The purpose of this activity is to explore various bending motions and to improve coordination between the back and legs. This procedure may be taught by stopping the student midway between standing and sitting or in exploring ways to pick something up from the floor.
* Lying down work
	+ Table Work: This activity provides the student with the opportunity to be at rest and work on inhibition. During this activity a student will lie down on a padded table with either their knees pointed toward the ceiling and with their feet on the table. In this activity the teacher will move various parts of the student’s body, all the while encouraging the student to lengthen and widen by having the student inhibit helping the teacher move their arms or legs.
		- The purpose of this activity is to calm the student’s nervous system to allow the teacher to provide the student with a new kinesthetic experience of moving in a different way, with less unnecessary muscular tensions.
* Working in activity
	+ Every day activity (including artistic or professional activities): The teacher will show the student how the Alexander principles maybe applied in particular activities that the student often does in everyday life, in order to reduce a buildup of stress, strain, and tension. Activities may range from brushing ones teeth to playing a musical instrument to a particular dance move or to reciting lines from a play.
		- The purpose of this activity is to provide the student with the realization that the Alexander principles may be applied to many aspects of the student’s life and that by using what the student knows about awareness, inhibition, and direction they can improve many aspects of their life through their own efforts.
	+ Walking: A teacher will help a student in noticing any excessive tension or patterns of movement that may not be beneficial to the functioning of the whole individual. The teacher will aid the student by using their hands to guide the student into length and width during walking.
		- As walking is a common occurrence in everyone’s lives it is helpful to bring awareness, inhibition, and direction in to the activity, in order to become aware of any excessive tension that maybe causing an individual pain or discomfort.