

PRACTICE GUIDE #4

+ OBSERVATION HOMEWORK

(also see supplies prep reminder below)

Important to note as you begin your practice:

- These exercises build up naturally if done gradually at least 5 - 6 days per week for short practice times
- After doing horizontal exercises, end your practice with upright exercise: **Lifting One's Weight**.
- If you need more time on certain exercises than timing on this guide, *then take the time to work on them*.
- Just practice and learn the exercises--we will learn to observe them to assess others in the coming weeks.
- **If any of the exercises cause discomfort, nausea, etc, please contact us for an alternate practice regimen. Do not push yourself too hard, overdo or move through the exercises too fast. They are surprisingly powerful. ALWAYS FOLLOW YOUR HEALTHCARE PROVIDER'S ADVICE FOR DOING MOVEMENTS IN THIS PROGRAM AS NEEDED.**

For best results:

- practice developmental movements 10 - 20 mins per day, 4-5 days per week.
- Other movements practice 3 – 5 times per week for just minutes each.

I. Observation Practice:

Keep brief notes of your experience for each. Make a sketch and a brief written reflection for each--for instance, a list of adjectives, poem, description, or response/reflection. See previous practice guides and homework assignment handout #1 for more information. Please send photo or pdf of your work info@waldorflerningsupport.org and keep a copy with session 1 homework to show at your advising meeting in February:

Mineral—continue if not completed

Plant—continue if not completed.

Observe **plant** for 4 weeks, 3-5x per week, 5 minutes each time--notice color, texture, shape (2D & 3D), temperature, weight, etc.

Animal—continue if not completed.

Same instructions as for plant + observe and note movements.

Human

Preferably choose an infant up to 18 months old. Make your observations for at least four days for 10-15 minutes each time. Note: Color of skin, hair, eyes; texture/moisture: hair & skin; shape: head --face, eyes, mouth, chin, ears—hands/fingers, neck, trunk, limbs, feet/toes; warmth/temperature; gesture; movements; speech or sounds/gestures leading to speech.

II. Movement Practice: 10 - 20 mins per day/5 days

Record on a practice chart + reflections/comments due: **February 7, 2026**

Share a copy with WLS & keep a copy in your binder or digital folder.

A. Developmental Movements: (see handout)

Continue practice on these as needed:

- 1) Good Morning Fingers & Toes
- 2) Hello Knees & Hello Toes
- 3) Sea Anemone
- 4) Seal Roll
- 5) Snow/Sand Angel
- 6) Baby Eagle & Soaring Eagle
- 7) Tadpole sequence #1 & #2—*if challenged to get your all of your toes engaged, use “waking crocodile #4” daily for a while instead of #2.*
- 8) Waking the Seal
- 9) RolyPoly
- 10) Seal Roll level 3--with arms overhead
- 11) Tadpole sequence #1>#2>#3

12) Caterpillar Crawl

When you feel ready, begin to add or replace with these in your practice—take the time you need to learn at your pace with brief daily practice:

- 13) **Waking the Crocodile sequence: #1>#2>#3>#4** Note: #4 is helpful for learning Tadpole #3 (“lizard crawl” in the Extra Lesson book).
- 14) **Seal Roll #4 (with Ball Exchange)**
- 15) **Seal on the Land**—advancing from Wake the Seal
- 16) **Stalking Cat**
- 17) **Crabwalk** (vs “Spider” version)

Always end in an upright position with: **Lifting One’s Weight** (in [The Extra Lesson](#) by A. McAllen)

Image: standing at the water’s edge directly under your star’s straight beam of light, gazing out over the water straight ahead of you, arms relaxed, straight at your sides. Lift your toes as the wave comes close, then lower them, pressing into the sand to make an impression (whole foot remains on the ground). Lift toes again as the wave comes back, lower and press them into the sand; repeat a third time lifting the toes and pressing them into the sand. Pause briefly. Continue by pressing toes into the sand as you slowly raise your heels from the ground--let your star lift you straight upward as you stay poised in its straight beam of light. Slowly lower your heels back to the ground. Repeat whole process 3 times.

B. Beanbags: continue practice as needed.

Three Introductory Exercises (see handout):

- **Two hands together**—hands stay together as toss (bird flutters).
 - **One hand at a time**—start with dominant hand/arm—“bird” swings on the “branch” (beanbag remains in hand); gradually work towards a very slight toss (“bird flutters its wings”). Remember to place foot opposite to the hand/arm that is swinging so that it is slightly ahead of the other foot for cross-lateral working.
 - **Hand-to-Hand** (“nest-to-nest”)—make an arc/rainbow as bird begins to fly from the nest on one branch to the other, gradually working towards flying over a hill, then a “mountain,” all the while using a *doing* hand that receives then swings the bird, and a *helping* hand that waits to receive.
- Note: you may begin/continue practice walking, speaking & walking+speaking if you would like as learned in class.

- **Move-in-Time:** (see handout)

- 1) #1 -- Giving and receiving
- 2) #2 -- A ring around the waist
- 3) #3 – The rainbow
- 4) #4 – The waterfall
- 5) #5 –Under and Over
- 6) #6 –Foot Exercises

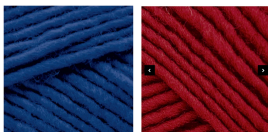
Chart your practice:

Find a practice rhythm that works for you. For best results, aim for 4-5 days per week for 10-20 minutes. Record all of your practice including the time you practiced, and the exercises worked on a calendar or chart. You will be asked to show it at your advisory session. Note questions that arise: how the exercises make you feel, if any are challenging to learn, how you progress as time passes. Remember to listen to your body—don’t overdo and follow advice from your personal health care provider where needed.

As you practice, look up descriptions up as needed in [The Extra Lesson](#) or handouts given to you. Contact us if you have questions for which you cannot find the answers. The goal: become familiar enough with each exercise to be able to demonstrate/teach it to your classmates in a free manner next session.

SUPPLIES for session 2 (February)—some new items added below for painting

1. **one skein each of blue and red yarn**—best if wool or wool blend (something natural). NO Cotton—doesn’t work for our activities for making skeins & one small ball of each for wool winding exercise.



2. **Copper rod** (or wooden rod if not possible to get copper) approximately 1/2 inch/1.27 or so in diameter. You will want to cover the ends with caps to protect the rods and your floor (sand the wooden dowel—I put beeswax polish on mind and tape the ends to protect them from splitting).
3. **Large paper** can be purchased by the roll to use for upcoming work: white, 20lb/75 gsm bond, 18-inch/46cm or 24-inch/61cm. It can be heavier (24lb/90gsm) but not necessary. Butcher paper that can be written on can be used. Note: Ikea paper tears easily. Not recommended. *Note: measurements in cm are approximate—use what is close to what is indicated here that is standard size in cm.* Alternative—some have used presentation/easel pads of paper (non-stick type).
4. **Carmine red crayon**—block or stick—can be old/used (Stockmar’s *Carmine* red, NOT “red”)—the correct red color is important.
5. **Old stick crayons** (any colors that are visible on white paper)—long enough to hold in a fist grip.
6. **Masking tape**—choose tape that will not damage your furniture or wall.
7. **Stool or low chair**—when sitting with feet flat on floor, length of thighs is parallel to the floor.
8. **An object of natural material** to hold in the palm of your hand that is somewhat weighted (not too light) and is smooth, rounded—a decent-sized stone, copper ball, orange, crystal/stone sphere/ball, etc. It should fit comfortably in your hand, resting on your palm with fingers gently around. I will show examples at the practice session.
9. **Chalkboard or equivalent** (corrugated cardboard [black presentation board](#) works—you will need to tape it to a wall—or chalkboard contact paper on a surface), chalk & eraser/cloth. If you can’t get this, you can use large paper taped to a wall and a colored pencil—note that if using paper, you may need several sheets since erasing is not possible (like with chalk on chalkboard).
10. **Painting supplies**—watercolor paper—you will be using many sheets over the course of this program. The WC paper does not need to be a high grade version—size: 12x18 inches/; painting board (for underneath your paper); flat edged brushes--2 same :sized ¾ - 1-inch/2-2 ½ cm; water jar/container, paint jars or bowls, painting rags, sponge, drying towel (dish towel size works); watercolor paints—colors to start:
 - Stockmar: Carmine Red, Ultramarine Blue, Golden Yellow
 - Or
 - Winsor & Newton (comes in small tubes): Permanent Alizarin Crimson or Rose Madder or Permanent Rose (or Carmine Red—but can be \$\$), French Ultramarine Blue, New Gamboge
 - (note about W&N paints—there are two quality grades of W&N paint 1) student grade “Cotman” 2) professional grade. Professional grade is more expensive but goes much further than the student grade—it can be a better value in the long run.*
11. **Assessment supplies**—first grade entry: white paper—8.5”x11/A4 (many sheets), white paper 12” x 18”/A3 (many sheets), 4 beanbags (2 carmine red, 2 ultramarine blue); eye tracking tool (can be a pen/pencil); scopes/shells—2 each; stick crayons—start to build a full set (includes: carmine red, vermilion (red-orange), orange, golden yellow, lemon yellow, yellow green, green, blue green, cobalt blue, ultramarine blue, blue violet, red violet, pink, peach, yellow brown, red brown, dark brown/umbra, black).

WEBSITE PORTAL INFORMATION ACCESS:

In your cycle 4 session 1 course on the website portal you should now have access to:

- **LINK** for [Mystery Wisdom Introduction](#) by Dennis Klocek—this was also sent previously via email, but you can now access it here. This is a collection of lectures for you to peruse as you like. They contain introductory material about basic anthroposophy that you may find helpful if you’re new to Waldorf/Steiner education or for a refresher. You can never hear it too many times.

- **VIDEO** [How to make a Skein](#) —this video shows how to make a skein for the Skein Twisting exercise that we will learn in the February session. We will show you how to size the skein in the February session (and at the next two practice sessions on Jan 24 & Feb 7 to make yours ahead of time if you prefer). **Please get the yarn** so you will be prepared to make one during the session (see color samples above). Note that the one you make does not have to be as hefty as the one shown in the video; when you make them for students, they will be smaller and less dense.

- **VIDEO** [First Grade Entry screening supplies](#) —this shows the equipment (not including paper needed) for this screening. Please gather these items for use in session 2. Paper sizes used: 8.5x11in/A4 white copy paper, 11x17in/A3 white paper (12x18in is ok too).