

Biography: Jan Westwater is the director of THE SOMATIC CENTER in Seattle, Washington, where she maintains a private practice in somatic education and integration. She has been a TFH Instructor since 1976.

ABSTRACT: Color for Health, the new Touch for Health coloring book, is designed to make the learning of Touch for Health easier and more enjoyable. The slide presentation is taken directly from the book. The accompanying diagrams give the reader an idea of the format of the book, which is designed to activate both right and left brain learning and to take into account different learning styles.

COLOR FOR HEALTH

Color For Health is designed to make the learning of Touch For Health easier and more enjoyable. The material covered in it is from Touch For Health I and can be used by students on their own or as an integral part of the basic TFH class. It is a valuable supplement to, but in no way a replacement for Touch For Health by Dr. John F. Thie.

Current learning theories involving right and left brain functions and different learning styles have molded the format of the book. For the visual learner, the information on any one page has been reduced to an amount that is easily visually assimilated and is color-coded for easy retention. For the kinesthetic learner, the motions of coloring are an aid; for the auditory learner, verbally going over the material in an accelerated learning session is important.

The color-coding in Color For Health approximates the colors used in the Touch For Health chart and is planned to use the colors found in a standard 16 count box of crayons. (The brown crayon and the black crayon are used twice, once coloring lightly, once more heavily.) All information connected with any one meridian and its indicator muscle is colored with the same color. Coloring can be done in class or at home, but it is most efficient to have students color at home and then use the already colored pages for review and accelerated learning concerts in class. (There is between 3 and 6 hours of coloring to do depending on the individual.)

The order of the coloring instructions in the A and B sections follows the order of teaching and testing/correcting--first identification and testing of muscles, followed by neuro-lymphatic points, neuro-vasculars, meridians and acupressure holding points. In the composites, in cases in which the neuro-lymphatic or neuro-vascular point relates to more than one muscle, the circle representing that point has been divided into an appropriate number of parts for coloring.

Students should note that for convenience sake all meridians have been drawn on only one side of the body. In fact, they are all found on both sides, with the exception of the central and governing meridians which follow the midline of the body.

Class use has shown the folio format allows greater flexibility than bound book form. Students find it helpful to put the pages up on a wall or spread them out on the floor in different arrangements depending on what part or whole they are trying to learn. For instance, one student found it most helpful to arrange the sheets on the floor around her like a giant meridian wheel and review the information while listening to relaxing music similar to the accelerated learning concerts in class.

Part of the fun of this learning tool is creative discovery of new ways in which it can be an aid to learning Touch For Health, thus empowering students to enjoy learning while bringing better health to more people.

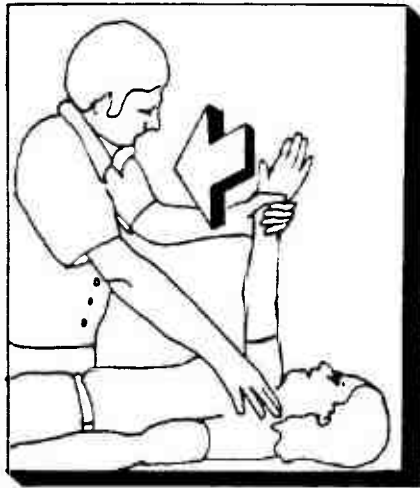
PECTORALIS MAJOR CLAVICULAR

Using LIGHT BROWN:

*Color the PECTORALIS MAJOR CLAVICULAR TITLE at the top of the page, and the PECTORALIS MAJOR CLAVICULAR MUSCLE on the front of the body.

1. Color the word TEST, the DIRECTIONAL ARROW, and the ARM of the client in the test box.
2. Color the FRONT NEURO-LYMPHATIC POINTS on the left side of the chest from nipple to sternum, between ribs 5 and 6.

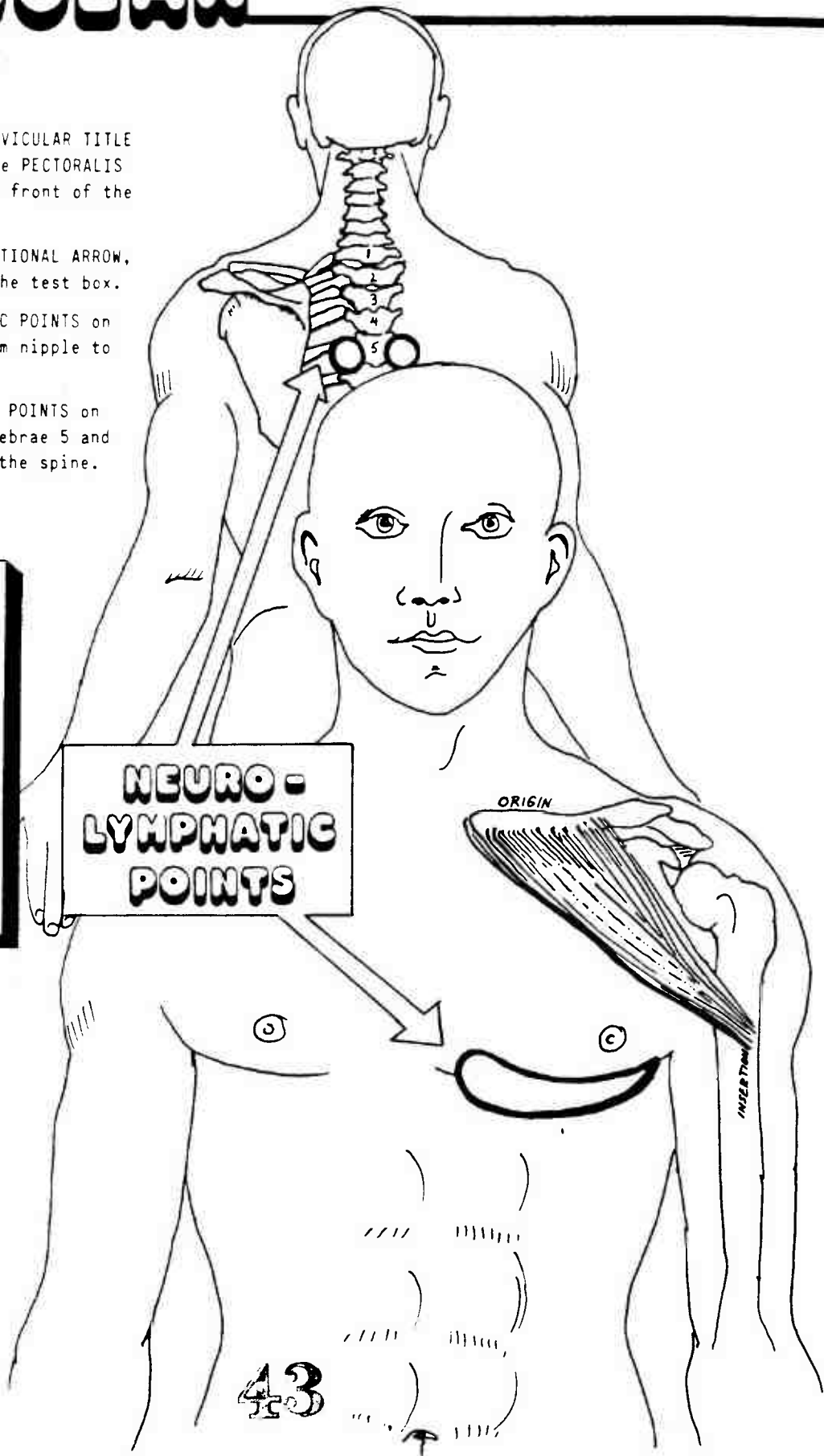
Color the BACK NEURO-LYMPHATIC POINTS on the back between thoracic vertebrae 5 and 6, one inch to either side of the spine.



TEST

Palm out, thumb towards feet, arm level with shoulder.

Pressure is on the forearm towards the feet and diagonally out.



STOMACH MERIDIAN

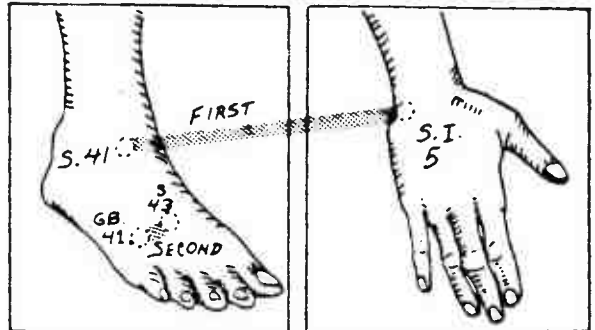
Continue coloring with LIGHT BROWN.

3. Fill in the NEURO-VASCULAR HOLDING POINTS on the head at the frontal eminence, a slight bulge on the sides of the forehead between the eyebrows and the hairline.
4. Color the STOMACH MERIDIAN TITLE, the WEDGE, and the STOMACH MERIDIAN, which runs from the eye down the front of the body, along the outside of the leg, and out the second toe.
5. Color the ACUPRESSURE HOLDING POINTS for both strengthening and weakening, noting the distinction between the first pair of points. The second pair of points held is the same for both strengthening and weakening. This is true for all the meridians.
6. Circle the ORIGIN and INSERTION of the PECTORALIS MAJOR CLAVICULAR MUSCLE.

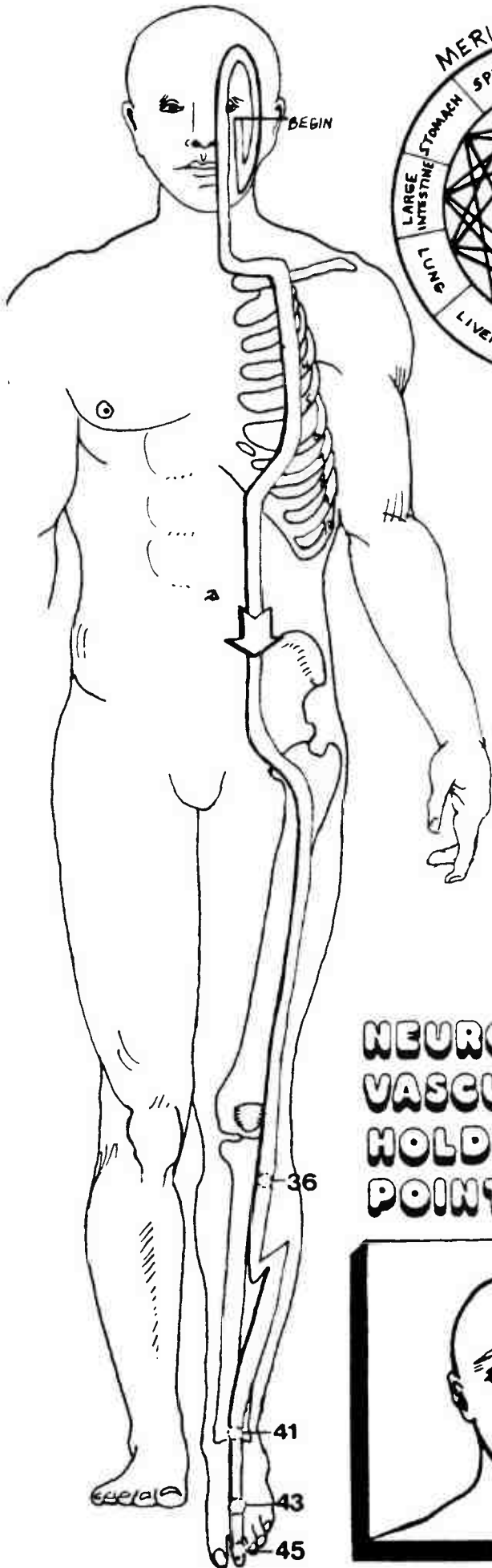
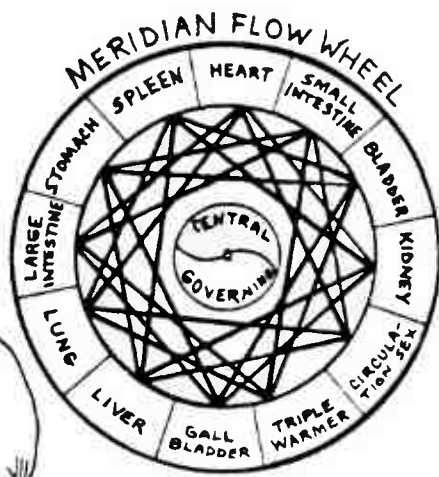
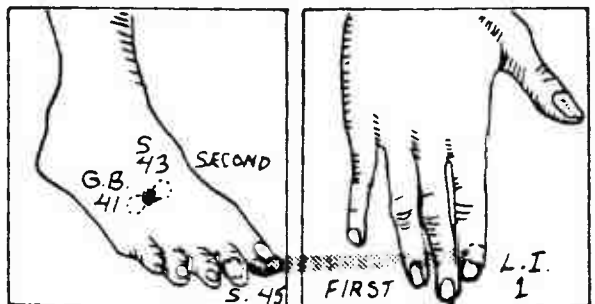
*NOTE: The acupressure holding points and the neuro-vascular holding points are drawn in BROKEN LINES to indicate that they are worked with LIGHT PRESSURE.

ACUPRESSURE HOLDING POINTS

TO STRENGTHEN



TO WEAKEN



NEURO-VASCULAR HOLDING POINTS

