



THE CORE OF **SOMEBODY**[®]

The idea, goals and practice of the method in brief

Satu Vaininen, Marjo Keckman & Reetta-Kaisa Kuusiluoma

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of the method**

Satu Vaininen, Marjo Keckman & Reetta-Kaisa Kuusiluoma

Satakunta University of Applied Sciences

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CONTENTS

1. INTRODUCTION	6
2. SOMEBODY STARTING POINTS AND OBJECTIVES	7
3. SOMEBODY GROUP ACTIVITIES IN PRACTICE.....	10
4. THE 9 OBJECTIVES OF SOMEBODY GROUP WORK.....	13
1 Body awareness	14
2 Body image.....	15
3 Posture & Movement awareness.....	16
4 Touch	17
5 Body image boundaries.....	18
6 Breathing, calming down and deepening.....	19
7 Relaxing.....	20
8 Awareness, feelings.....	21
9 Interaction.....	22
REFERENCES	23

1. INTRODUCTION

The central idea of SomeBody® is to strengthen and integrate comprehensively the self-image, self-confidence and functional ability as well as the ability to act in everyday life and in social relations of the persons being guided, i.e. the participants of SomeBody group. These objectives are aimed at in SomeBody by supporting the body awareness skills, emotional skills and social skills and by utilizing a peer group as a resource.

The idea of this publication is to have a first glance at SomeBody, to present the method first in a brief and summarized manner. Thereafter, chapter 4 includes nine objectives of SomeBody working, which we have gathered from SomeBody® manual (Vaininen, Kantonen & Keckman 2017). The importance and justification of each objective in SomeBody working is briefly described. The method and its usage is described and guided more in detail in SomeBody manual – Body awareness as a resource (Vaininen, Kantonen & Keckman 2017), which is available for those who have SomeBody instructor´s education.

2. SOMEBODY STARTING POINTS AND OBJECTIVES

In 2011, we came to the conclusion based on neurophysiological, neuropsychological and interactive research data, our own professional experience and the recommendation of World Health Organization (WHO) that it is important to develop methods for the fields of Social Services, Health, Rehabilitation and Education that comprehensively take into account the body, the mind and social activity. The World Health Organization emphasizes the importance of the biopsychosocial perspective in the promotion of functional ability, independent coping, wellbeing and health and the reduction of functional defects (Probst, Skjaerven 2018, 15; Finnish Institute for Health and Welfare 2015; cf. ICF classification). From these starting points, we started to develop a comprehensive method for customer work – a new kind of professional tool that combines bodiliness, the mind and sociability in duties where the goal is to support the physical, mental and social growth, development and functional ability. SomeBody method has been developed during years 2012 – 2017 in cooperation with working life experts, students and teachers in the fields of Social Services, Health and Education (Keckman & Vaininen 2018).

What are the main goals of SomeBody?

SomeBody method supports the integration of the self-image and self-confidence of the participants by promoting their body awareness, emotional and social skills. They are being developed by focusing on the nine SomeBody goals, and by doing functional exercises that utilize the body and movement. The goals are:

- raising body awareness
- perceiving and analyzing body image and self-image
- posture and movement awareness that supports wellbeing
- utilizing the power of touch and increasing the ability to be touched
- recognizing and maintaining personal boundaries and space
- calming down and deepening breathing
- experiencing and promoting relaxation

- recognizing, processing and giving words to feelings
- support that strengthens personal resources and promoting social skills.

In chapter 4 each goal is specified and opened on a page of its own: why is the goal important, why are exercises connected to it done and what can be learned from them.

Who is SomeBody suitable for?

As a conclusion of the SomeBody project funded by the Finnish Institute for Health and Welfare and implemented between years 2015 – 2017, we discovered that SomeBody method is suitable for several environments and can be used as a part of diverse professional functioning and guidance in the fields of Social Services, Health, Rehabilitation and Education. SomeBody has been found out to be a functioning tool to support education, teaching and guidance work or for those needing special support (Keckman & Vaininen 2018). SomeBody works with different age groups and in different environments as a promoter of comprehensive wellbeing and health, as well as supports coping in everyday life and work.

The method was developed for preventive work and early support but according to our experiences and those of the professionals in the field, it seems to suit well also as a part of rehabilitation.

SomeBody is applicable to e.g. challenges in concentration and learning, challenges in emotional life and self-confidence, challenges in social interaction, and challenges in alienation from the body as well as recognizing self-image, body image and body awareness. Furthermore, new approaches to SomeBody developed in 2018 – 2019 meet other current challenges of children, adolescents and families, besides the ones mentioned earlier. SomeBody and Food module supports in its own way making a positive relation to food possible and promoting the eating competence skills. It is suitable for working with problems in eating, relation to food, weight management and negative body image. FamilySomeBody assists in supporting the parents of families in skills related to presence, care and nurture, and parenting. Better interaction between parents and children is also promoted. FamilySomeBody suits especially dealing with challenges of parenting and problems with coping as a parent.

What is the theoretical background that SomeBody is based on?

SomeBody's basis relies on the neurophysiological, neurobiological and interactive neurobiology research results, which strongly recognize the importance of bodily function and body awareness as an element promoting learning, growth, insight and development, alongside with the more traditional guidance and educational work that is based on speech. Interactive

group guidance included in SomeBody utilizes bottom-up approach that is systematically combined with top-down approach. This signifies that in group activity and its guidance, bottom-up bodily experiences of movement, sensations and feelings are taken into account, and they are combined with top-down logical and more conscious thinking, giving words to feelings and bodily sensations and interaction with others (Kolk 2017, 11; Odgen & Fisher 2016; Sajaniemi et al. 2015). Simultaneously, the basis for SomeBody method is localized at theoretical viewpoints that are of importance to us as developers of the method. In our opinion, creative combining of these viewpoints promotes the analysis of the social, mental and bodily experience (Social, Mental & Body = SomeBody) in the mind of each participant. Thus, we believe that it is possible for the main goal of SomeBody, i.e. healing of the self-image, to be realized.

SomeBody combines the following theoretical viewpoints in a creative, new approach:

- neurophysiological and neuropsychological research data and the perspective of interactive neurobiology
- theoretical viewpoints and methods related to body awareness and awareness skills
- approach and methods of psychophysical physiotherapy (movement, posture, movement awareness, breathing, relaxation, body image, touch)
- bases and methods of group guidance that promote dialogicality, inclusion and functionality
- theories and methods of psychosocial, interactive guidance (solution and resource-focused, cognitive and functionality utilizing theoretical viewpoints and methods)

From these starting-points we have developed SomeBody to a method that utilizes systematically and consciously body awareness, bodiliness and movement as a part of interactive guidance, teaching, social, rehabilitation, nursing and educational work.

3. SOMEBODY GROUP ACTIVITIES IN PRACTICE

What is the right size for the group and the number of meetings?

SomeBody is a group activity that is recommended to be implemented according to “SomeBody thinking” as a peer group of 4-8 participants consisting of children, adolescents or adults. In a group, the persons act consciously of themselves in relation to others and they have a possibility to experience safety and support, to share experiences as well as to reflect similar and different experiences of others, and learn from them.

SomeBody may be advantageous even in bigger groups. SomeBody can be customized to different group implementations, e.g. for the school environment as a classroom-form implementation. Moreover, SomeBody exercises can be included in classroom work and breaks. When necessary, these functions support SomeBody small group implementations or other wellbeing methods of the organization.

Sometimes SomeBody can be started as individual guidance; as such it can be utilized to support small group working before, alongside or after the implementation.

It is recommended to have at least 10 regular meetings. The professionals who have applied the method have systematically (Keckman & Vaininen 2018) noticed that achieving results is in relation to a sufficient number of meetings and the repetition of exercises. Thus, the participants have enough time to recognize, learn and process their own body awareness, emotional and interactive skills. A sufficient possibility to repeat seems to be significant when giving words to thinking, feelings and bodily sensations. For a school environment we recommend a longer SomeBody working period, for example a term. Our argument for this implementation is the fact that when the meeting lasts for only one lesson, there is not as much time to proceed as during the recommended time, which in SomeBody is 1.5 – 2 hours.

Who guides SomeBody and where?

When developing the method, an important starting-point for us has been that SomeBody would increase the concrete cooperation between professionals of different fields and hence

would meet genuinely and multi-professionally the needs of the children, adolescents and adults. The goal is that the method is used by instructors that have SomeBody instructor education and hold a university degree in the field of Social Services, Health, Rehabilitation or Education. These professionals always function as a multi-professional pair in those environments where the children, adolescents and adults function (e.g. in a school environment a school welfare officer & a public health nurse, a class teacher & a student counsellor, a special education teacher & an occupational therapist, a psychologist & a physiotherapist). Thus, we hope to promote not only guidance, which is of better quality, but also novel procedures for working and service structures that enable the utilization of different professionals' competence that complement one another, in surroundings that are common for the participants, as a part of their everyday life.

The principles and structure of SomeBody group meetings

It is recommended that SomeBody group meetings are realized according to SomeBody manual's contents and guidelines, which means obeying the following principles and the structure of the meeting. The exercises related to objectives found in the manual are, however, applicable in various ways. Creatively applied other exercises than those in the manual should always be carefully considered from the perspective of how they promote the objectives of the method and how they combine the central themes, especially bodiliness, feelings and social interaction, and their reflective, conscious processing.

The main principles of SomeBody group meetings:

- **Present and safe encounter**
The importance of concentrating on the moment: focusing on yourself, on the space and on others. It is essential to create an encouraging atmosphere that promotes safety and supports positivity and compassion, and where the principle of voluntariness is respected.
- **Movement, functionality and action**
Functional exercises are done systematically utilizing body awareness, bodiliness and movement (movement and motion, posture, movement awareness, breathing, relaxation, touch, body image, personal space and interaction exercises)
- **Conscious observation of experiences**
Exercises utilizing movement and bodiliness and the bodily sensations, feelings and thoughts they provoke are dealt with in a compassionate, approving and consciously curious, investigative atmosphere with the help of the instructor.

The regular individual SomeBody meetings have a structure that proceeds in the following formula:

- **The feeling of the participant**
Objective: Stop and recognize the feeling you have at the moment.
- **Orientation exercise**
Objective: Calming down and orienting on yourself: your mind and body, space and the others.
- **How am I today exercise**
Objective: Stop and listen, and share your own bodily sensation and the thoughts on your mind.
- **The theme of the meeting and doing functional exercises**
Objective: Recognize one's own self-image, body and bodiliness by exercises connected to movement, posture, breathing, relaxation, touch, personal space, interaction and feelings.
- **Relaxation**
Objective: An opportunity to stop and relax own body and mind; to find new ways of relaxation that suit you.
- **The feeling of the participant**
Objective: Stop and recognize the feeling you have at the moment.

The above described main principles and the structure of the meeting open up and build the participants of SomeBody activities possibilities to be and act in a confidential, safe and encouraging atmosphere. The participants are offered a chance to study themselves compassionately, genuinely and neutrally (body, body postures, body reactions, functioning, own interaction, own way of thinking, feeling, observing, and valuing matters). The same goes for others, so that the participant notices how opinions and impressions of oneself and the others can be diverse, different and positively surprising, too. (Herrala et al 2011; Odgen & Fisher 2016). Above all, functional exercises and the observations related to them, the sharing of experiences and the dialogic reflection create the participant possibilities to learn of themselves, the others and the differences between people, and learn to regard these differences as a genuine richness. When own understanding of yourself and your own thoughts, feelings, goals and bodily experiences is supported, you can learn better to genuinely meet other people's thoughts, feelings, goals and bodily experiences. The open, honest, investigative and reflective pondering of learning experiences in SomeBody activities gives the participants better starting points to act in their own environments, and later in life act in manner that promotes the wellbeing and ability to function of oneself and the others.

4. THE 9 OBJECTIVES OF SOMEBODY GROUP WORK

The following describes the main goals of SomeBody. These goals are promoted by different, concrete, functional exercises that utilize movement. Each objective page gives reasons for why this is paid attention to in SomeBody as well as viewpoints of what is learned about it in SomeBody.

1 BODY AWARENESS

Body awareness means that

- you notice the different sensations of the body: you feel when your body is for example tired, energetic, restless or relaxed
- you are conscious of the different parts of the body: how they feel, what they do and how they move, for example how does the head move when the rest of the body stays still? What is a good position for the head?
- you perceive bodily sensations and how different feelings show in the body. How can the feelings change the body posture? How do for example joy or sorrow change your posture and movements?
- you recognize how the mind and the body work together, in other words how thoughts affect feelings and how feelings affect the body. An angry person may have neck pain and muscle tension, a shamed person has a furtive look, he/she is sweaty and his/her cheeks burn.

Most people are not really aware of their body. The body may come out strongly for example as a pain in illnesses and a good feeling after succeeding in different situations. You can and you should become intentionally aware of the body. Good body awareness helps you understand yourself: for example how you react to different good or unpleasant stressful situations in life.

Body awareness can be practiced and learned: you will notice how different surroundings can change body posture. For example a standing position can be more relaxed in a familiar than a strange environment.

Why are body awareness exercises done in SomeBody?

The body sends constant messages to the brain. Some of the messages are important and some not so important. By recognizing the different messages of the body you can consider what to do with bodily messages.

For example

- my back feels tired so it is time to stand up and stretch my legs or move my back
- I have stomachache because I feel nervous about this day. There ´s a Special Theme Day at school and changes in the everyday routine often stress me. I don ´t know exactly what ´s going to happen during the day.

By practicing body awareness you will learn:

- to recognize the messages of the body, the posture of the body and the functioning of the body
- how the mind and the body are interconnected
- how different feelings show in the body and what kind of reactions they cause, e.g. muscle tension
- to e.g. calm down your mind and accept your body as it is
- to listen to your own body by conscious movement and thus grow your self-knowledge
- to recognize what happens in your body. How does my heart beat? How do I breathe? How does my stomach rumble? How does my illness/possible pain feel in my body?

2 BODY IMAGE

Body image means the impression you have of your body. What do I look like? How do I move and act? How can I trust my body and how can I use my body?

Body image is affected by many factors, such as:

- your health
- the experiences you have in your memory about movement, touch and the reactions of your body in different situations
- the feedback given by the others, and their reactions

We evaluate both consciously and unconsciously the experiences of our bodies. For a child the mere physical growth and for an adolescent puberty reshape the body image. The body image develops and changes through life.

Why are body image exercises done in SomeBody?

- To learn to perceive your own body image with the help of sight and sense of touch
- To appreciate your own body just as it is
- To understand how body image can be sensed or experienced

For example:

- When you look at your own image in the mirror, you ´ll see different body parts and yourself. Is it the same as you see in your imagination?
- By touching you feel the boundaries of your body. What size are you?
- You recognize the posture of your body. What is your posture now?

By practicing body image you will learn:

- to observe the concept you have of yourself
- to trust your body and yourself
- to gain courage to get to know your own possibilities of using your body
- to notice and recognize different body parts and the resources and strengths of your body
- to be aware of the effects of possible illness or pain on the concept of your own body and its functionality

3 POSTURE & MOVEMENT AWARENESS

Posture stands for bearing. The posture is good when it is in balance. You can watch your own standing position, sitting position and lying position. In all these positions it is important that

- you have a good and balanced touch to the base
- the posture is relaxed but firm
- you do not need to do any extra muscular work to stay in the position
- it is easy to breathe and be in that position

Each one of us has “a habitual posture”. The posture develops based on e.g. life events or from hobbies, learned habits. Feelings affect the posture, too. The posture can slightly change daily. Movement awareness means that you feel how the different parts of your body and your whole body move. The human body needs movement. The movement can be small or large, slow or fast.

When you concentrate and reflect how the movement feels, it strengthens your experience of your own body, your self and ego and your existence. Awareness of how to consciously make movements with your own body also increases confidence in your own movement.

We all have our own way to walk and our gait is affected by:

- the speed of walking, the flexibility of walking, the strength of steps, the width of steps apart, upper body rotation while walking and swinging of arms.
- different life events, hobbies and learned habits from surroundings
- feelings, when walking can change its shape according to feelings, every day or even every hour.

Why are exercises connected to posture and movement done in SomeBody?

- You can find and recognize movements suitable for your body.
- You will notice and understand that with a good and relaxed posture you can possibly prevent or reduce pain.
- You will strengthen the experience of natural ways of moving, your body and yourself.
- You strengthen the confidence on your body, movement and yourself.

By practicing posture and movement awareness you will learn to notice:

- your posture and bearing in different situations
- how you touch the base and how large is the supporting surface, e.g. the supporting surface where you stand
- your own habitual postures
- your breathing in different postures
- your walk
- how your posture changes in different surroundings or at different times of the day or when you are feeling happy or sad
- with conscious movement to listen to your body and thus increase your self-knowledge

4 TOUCH

Touch

- increases body awareness
- calms and relaxes, reduces stress
- relieves anxiety of children and adults alike
- brings the sense of security
- relieves pain

The sense of security given by touch is considered especially important: a human being needs touch all her/his life, from infancy to old age.

The intensity of a calming touch needs to be a gentle press; such that the colour of the skin slightly changes, rhythmically repetitive, not too fast or slow, 3 – 10 cm per second. In studies, this kind of a touch has been found to increase confidence and produce pleasure. Due to the power of touch, the neurophysiological state of the system changes.

When muscles are being relaxed with stroking massage, the oxytocin secretion from hypothalamus starts growing. Oxytocin lessens the activity in those brain regions that produce stress hormones, raises the pain threshold, relieves pain and massage also increases the secretion of central nervous system's own opioids.

There is not always a possibility for a concrete touch because there are no closely related ones nearby or you do not want or cannot let people close. If experiences connected to touch have been negative or even traumatic for oneself, it might be difficult to trust in another person's touch and accept it, even though the other person has only good intentions in touching.

Touch can be abstract or concrete:

- A concrete touch can take place from skin to skin or by a medium, e.g. with a ball
- An abstract touch is a kind of a mental touch, which may involve e.g. an experience of closeness, being heard, being accepted, being consoled and positive expectations.

Why does SomeBody involve exercises where touch is used?

- You learn to understand the importance of touch
- You get an experience of how a reliable and calming touch feels
- You get experience in giving a calming touch and stroking massage

By practicing and utilizing touch you will learn:

- to perceive and stand a reliable touch
- to give a touch that promotes confidence and calming down
- to relax
- to become aware of your body, the boundaries of your own body

5 BODY IMAGE BOUNDARIES

Personal space is everybody's own private area. It means the concept of how close another person can come so that it does not feel awkward. This is always affected by whether you are familiar or unfamiliar with the other person as well as the situation you are in.

Personal spaces in the Finnish culture can be divided on average into four categories:

- 0 – 44 cm distance : the very close ones, whom you can hug and touch
- 45 – 120 cm from the body: friends
- About 2 metres : a good distance for discussing with people you do not know
- Over 3 ½ metres: public presentation, e.g. a teacher in a classroom (teacher's distance from the pupils)

Why does Somebody include exercises connected to personal space?

- You learn to recognize the size of your own and other people's personal space
- You learn to take notice of how different other people's personal spaces can be
- You learn to realize that the size of the personal space is affected by feelings in a given situation
- You are encouraged to say no when someone else comes too close to your personal space. When the personal space is missing or it is too big, we can reflect on the importance of personal space and ponder how to support your own wellbeing as well as that of the others by paying attention to the need of one's own personal space and that of the others.

By practicing personal space you will learn:

- to recognize your own personal space
- to appreciate yourself and your personal space
- to have the courage to say no, if someone enters your personal space
- to notice if you step into somebody's personal space

Some of us have no body image boundaries. In this case a person feels that everybody can come very close or that you can go very close to other people, e.g. with casual acquaintances use the personal space normally reserved for the very close ones. Some people may have a very large personal space.

6 BREATHING, calming down and deepening

Breathing belongs to the automatic functions of the body, just like blood pressure, heartbeats and digestion.

Usually we do not need to pay any attention to these, as these functions are involuntary and we cannot affect them. Breathing is, however, an exception in the autonomic nervous system and it can be controlled voluntarily. For example in an exciting situation, where usually the sympathetic nervous system is activated, we can activate the parasympathetic nervous system by calm and conscious breathing and thus calm down for example the beating of the heart and relax the body.

When we practice being aware of our breathing and how we can affect it, it is good to know how breathing really happens. Breathing happens by muscles, with diaphragm being the most important. When breathing in, the diaphragm goes down and you can notice the stomach slightly expanding. When breathing out, the diaphragm relaxes and abdominal muscles press it upwards again.

Why do we do breathing exercises in SomeBody?

- We learn to influence the reactions of our own body
- We receive methods of calming down our mind with breathing
- We learn to utilize breathing in different, challenging interactive situations

By practicing breathing you will learn:

- to become aware of your own breathing and how it changes in different situations
- different methods of affecting your breathing and body and thoughts
- to utilize breathing in different situations
- to relax by using breathing

Autonomic nervous system is divided into sympathetic and parasympathetic nervous systems. They have opposite effects on the functioning of our body. The sympathetic nervous system functions for example in exciting situations or situations, which require rapid response. This leads to accelerated, even periodic breathing, the heartbeat quickens and digestion slows down. The parasympathetic nervous system functions when we relax, for example by reading a book, laughing in a good company, when in sauna, moving, listening to music, sleeping. Then the breathing calms down, the heartbeat slows down and digestion speeds up.

7 RELAXING

Relaxation and stress are natural states for a human being and their regulation is normally automatic. However, sometimes regulating stress and relaxation may become difficult and this can make relaxation difficult.

Relaxation means getting rid of physical and mental stress. Sometimes excessive stress may prevent relaxation. The symptoms are always individual and it is important to learn to recognize the reactions caused by stress in your own body. When you become aware of the sensations in your own body, you can learn to control them and learn to relax.

Relaxation is a skill that can be learned and should be actively practiced. The most important precondition for reaching a relaxed mood is the state of concentration.

Take notice when promoting relaxation:

- The space is safe and quiet and it is easy to be there.
- Remove possible sound and light stimuli coming from the surroundings. For example dim lighting has been discovered to promote relaxation.
- Pay attention to relaxation position, for example a comfortable sitting position or a lying position
- Remember that the most important inner precondition for relaxation is your own motivation and attitude to relaxation

Why do we do relaxation exercises in SomeBody?

The body of a relaxed person functions in an optimum manner, learning and social interaction are easier. Generally, the more relaxation exercises you do, the easier and faster it becomes to reach the state of relaxation.

The results of relaxation are feeling good, calming down and feeling refreshed. In addition, concentration, positivity and balance improve and stress is reduced. Muscles relax, breathing becomes even, circulation is stimulated, possible pains are alleviated and there is a warm feeling in the whole body.

By practicing relaxation you will learn:

- to recognize stress in your body
- different methods of relaxation and means to manage stress
- to loosen up, to encounter (e.g. people, feelings) and to trust
- to face yourself and the others genuinely

Stress-induced results include e.g. cardiac symptoms, abdominal symptoms, muscle tension, eczema, headache, difficulties in speech and swallowing, vertigo and tremor. There may also be other symptoms, for example feeling of anxiety, irritability, concentration difficulties, restlessness and insomnia.

8 AWARENESS, FEELINGS

We feel different emotions all the time, sometimes they feel stronger, sometimes weaker. All emotions can be seen and felt in our bodies. The role of the emotions is to “push” us to function.

An emotional experience can be defined based on body’s reactions. Reactions are involuntary and that’s why they cannot be prevented. You can try to control facial expressions consciously but even that is remarkably difficult. Feelings come and go, they are constantly changing. Different feelings show in the body in different ways.

For example:

- When you are afraid, the pulse quickens and the blood pressure rises. When startled, you’ll get goose bumps and when frightened, you’ll feel nauseous and dizzy. The whole body can tremble.
- When feeling disgusted, the pulse slows down and salivation increases and digestion quickens.
- When feeling angry, the heartbeat quickens and the blood pressure rises. The whole body can tremble when getting angry. Anger is felt the strongest in the chest and eyes, in the upper part of the body. Fists are often squeezed, the heart beats in the chest and the jaws are tightly pressed together.
- Joy is felt in the area of mouth as a smile or laughter and general lightness in the body. Joy relaxes the whole body.
- Sorrow weakens the functioning and activity, especially in limbs. Sorrow is felt the strongest in the lower part of the face and in the chest, where the heart is.

Why do we do exercises connected to feelings in SomeBody?

We will learn to

- recognize feelings as bodily sensations and senses
- recognize our own feelings in familiar and slightly strange surroundings
- recognize and become conscious of other people’s feelings
- accept and tolerate feelings and their diversified manifestation, their connections to thoughts and the state of the body
- learn that feelings can be understood, soothed and strengthened
- express our feelings to others in a constructive manner

By practicing awareness skills you will learn:

- your own and other people’s ways to react in a bodily manner to different feelings
- to understand the versatility of emotional experiences and their connection to your own thoughts and the state of your body
- to become aware of the importance of feeling emotions, tolerating feelings, studying feelings and emotional regulation
- to accept your own feelings as a part of yourself and your experiences
- to consciously control expressing the feelings

Emotional experiences may be stronger with people, who are sensitive to stimuli coming from their body. There are differences between people on how strongly the autonomic nervous system reacts to different moods. Those who react readily with their body can be strongly influenced by e.g. music and touch. Older people’s reactions are not as strong as younger people’s reactions.

9 INTERACTION

Support that strengthens personal resources and promotes social skills

It is extremely important for personal growth, development and wellbeing to feel loved, significant and accepted as oneself. This experience and its development always happen in relation to other people. Being heard and belonging somewhere are our basic needs.

A safe and approving interaction environment has an especially important role regarding development and wellbeing in childhood. These early experiences have been thought to essentially mold our characteristic ways of being with others, trust them and get along with varying feelings.

In interaction relations, it is possible to get experiences also in later life of being loved, being significant, feeling safe, accepted and heard. Especially feelings of belonging and being worthy as oneself are important.

In social interaction, interactive communication is necessary and that's where contacts are made, communication takes place and feedback is received. A person develops – reflects his/her own ideas and feelings – with the help of another person. In an interactive situation the parties' needs, resources and outlook on life can be factors that support or hinder communication.

Why is SomeBody done together with others?

- to get constructive and positive experiences of acting with others and interaction
- to get experiences of a safe and confidential environment where everyone can be oneself and act within the limits of his/her own courage
- to get experiences of one's own worth as a group member
- to practice giving words to feelings and thoughts in a good and constructive manner, expressing them and social interaction with others
- to learn to become aware of and see one's own resources and strengths as well as those of the others in the group and the different and similar experiences we have. We all have our own points of view, resources and strengths that are important and valuable.
- to learn a compassionate attitude towards oneself and the others; to take notice and listen to others, their perspectives and different needs.

By practicing interactive skills you will learn:

- to give words to your own feelings, thoughts and goals
- to share your own experiences and listen to those of others
- to understand the meaning, importance and power of peer group
- to reflect your own thoughts and perspectives
- to recognize your own resources and strengths
- to notice that everybody is unique
- to notice the importance of compassionate attitude and hearing the others

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SomeBody is a comprehensive method for working with customers. It is a professional tool, which combines the mind, bodiliness and sociability. It functions in duties where the goal is to support physical, mental and social growth, development and functional ability.

The central idea of SomeBody is to strengthen and integrate comprehensively SomeBody group participants' self-image, self-confidence and functional ability, as well as their ability to function in everyday life and their social relations. In SomeBody these goals are aimed at by supporting the body awareness, emotional and social skills of the participants, and by utilizing a peer group as a resource.

This publication is a first glance at SomeBody.