



SOMEBODY WORKBOOK FOR HIGHER EDUCATION STUDENTS

Applying the SomeBody® method to support the self-efficacy
and study ability of higher education students

Johanna Vähä-Jaakkola and Marjo Keckman

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INTRODUCTION


You are holding the workbook for the course SomeBody - body awareness for your well-being. The purpose of the workbook is to support exercises and reflection as you participate in the course SomeBody - body awareness for your well-being. The workbook is specifically designed to support the well-being and self-efficacy of a higher education student and thereby the ability to study.

In the group, you will have the opportunity to be and work in a confidential, safe and encouraging atmosphere. You will be offered the chance to study compassionately, genuinely and neutrally yourself (your body, your postures, your body reactions, your functioning, your interaction, your way of thinking, feeling, perceiving, and valuing matters) and others so that you will discover how perceptions and impressions of yourself and others can be diverse, different and positively surprising, too.

Above all, you will have the opportunity to learn about yourself, others and the differences between people, and to see these differences as a genuine richness. As your own understanding of yourself and your thoughts, emotions, goals and bodily experiences grows, you can learn to better genuinely meet the thoughts, emotions, goals and bodily experiences of other people. This will enable you to act in a way that promotes your own well-being and the well-being of others in your academic environment and later in life.

On the pages of the workbook, you will find themes that correspond to the goals of the SomeBody method and various exercises that you can do during the course. The course instructors can give you exercises from the workbook to reflect on between meetings or guide you to do some of the exercises in the workbook on your own.

At the beginning and end of the workbook, there is a SomeBody measurement tool designed to assess your perceptions of your body image, body awareness, emotional skills and social skills at the beginning and end of the course. At the end of the course, you will be able to see in which areas you have noticed a change.



WHAT IS SOMEBODY ALL ABOUT?

SomeBody method was developed during the years 2012-2017 in cooperation with working life experts, students and teachers in the fields of social services, health and education. In the StudyWell project, we applied the method to support higher education students' study ability and self-efficacy as part of the higher education institution's student well-being.

SomeBody method supports the integration of the self-image and self-confidence of the participants by promoting their body awareness, emotional and social skills. The skills are being developed by doing functional exercises that utilise the body and movement and focus on the following competences/skills/contents. Each of the skills will be dealt with separately later in the workbook.

- raising body awareness
- perceiving and analysing body image and self-image
- posture and movement awareness that supports well-being
- calming down and deepening breathing
- utilising the power of touch and increasing the ability to be touched
- recognising and maintaining personal boundaries and space
- experiencing and promoting relaxation
- recognising, processing and giving words to feelings
- support that strengthens personal resources and promotion of social skills
- relationship with food
- eating competence
- nutrition literacy

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 recognising self-image, body image and body awareness. Moreover, in the SomeBody group for higher education students, we will go through how to enable a positive relationship to food and promote eating competence skills so you can also get support with eating, relationship to food, weight management and negative body image issues.

THE STRUCTURE OF SOMEBODY MEETINGS

In the group, you have the opportunity to be and work in a confidential, safe and encouraging atmosphere. You can study compassionately, genuinely and neutrally yourself (body, body posture, body reactions, functioning, your interaction, your way of thinking, feeling, perceiving, and valuing matters) and others so that you can discover how your perceptions and impressions of yourself and others can be diverse, different and positively surprising, too. Above all, you will have the opportunity to learn about yourself, others and the differences between people, and to see these differences as a genuine richness. When your understanding of yourself and your own thoughts, emotions, goals and bodily experiences is supported, you can learn to better genuinely meet the thoughts, emotions, goals and bodily experiences of others.

Beginning: The participant's feeling

Objective: Stop and recognise your feelings and emotions at the moment.

1) Orientation exercise

Objective: Calming down and orienting on yourself, your mind and body, space and the others.

2) How am I today exercise

Objective: Stop and listen, and share your bodily sensations and the thoughts on your mind.

3) Functional exercises

Related to movement, postures, breathing, touch, personal space, interaction and emotions and to the aspect of self-concept chosen for the particular meeting.

Objective: Stop to hear, articulate and put into words the bodily sensations, emotions and thoughts evoked by the exercises. Learn to recognise, accept and notice changes in one's bodiliness as a result of different emotions, thoughts and social situations. To increase the experience of one's own body.

4) Relaxation

Objective: An opportunity to stop and relax. To learn new ways to relax, and find the way that suits you. Notice how you in particular can relax your body and mind.

5) How am I doing now?

Objective: Stop and listen and share your bodily sensations and the thoughts on your mind.

6) The participant's feeling

Objective: Stop and recognise your feelings and emotions at the moment.

SOMEBODY[®] -MEASURE

Date: _____

Name: _____

On a scale of 0-10 please rate your skills and competence in the following statements. One end of the scale (0) indicates that you do not recognise the skill or competence expressed in the statement at all and the other end (10) indicates the best possible skills, competence. For each statement, circle the number that you think best describes your skill or competence in general.

Recognition and management of bodiliness

1. I feel that I know by body and its different parts as part of me

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

2. I feel that I recognise the different parts of the body as separate entities in their own right

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

3. I feel able to distinguish between the right and left sides of the body and the possible differences between them

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

4. I am aware of my body's physical reactions in different situations (e.g. blushing, shivering, sweating)

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

5. I feel able to calm and relax my body

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

6. I feel that I can control my body in different postures and movements

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

7. I can control my body in a physically demanding task or exercise

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

8. I recognise pain in different parts of the body

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

9. I am happy with the way I look

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

10. I recognise the effects of emotions on the body

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

11. I can concentrate when I need to

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

12. I dare and know how to be closer to another person

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

13. I can receive and tolerate the touch of another person

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

14. I dare and know how to touch the other person in a way that is appropriate to the situation

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

15. I know my own personal space and can define its boundaries

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

Write down here freely your thoughts about your own physicality and how your body functions. If you are answering this questionnaire for the second time at the end of SomeBody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress resulting from SomeBody numerically in the box below.

Answer the following last question in this section only at the end of the SomeBody group.

16. I have improved my body awareness and body management skills

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very much so*

Recognition and expression of feelings

1. I can tell when I feel joy.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

2. I can express my feelings of joy to others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

3. I can tell when I feel sad

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

4. I can express my feelings of sadness to others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

5. I can tell when I'm feeling fear.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

6. I can tell others about the feeling of fear.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

7. I can tell when I'm feeling ashamed

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

8. I can tell when I'm nervous

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

9. I can tell others about my nervousness while taking others into account

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

10. I recognise other people's feelings

A) in a familiar situation/with people I know

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

B) in a strange situation/in the company of strangers

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

Write down here freely your thoughts about your emotional processing skills and your ability to express emotions constructively to others. If you are answering this questionnaire for the second time at the end of Somebody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress numerically in the box below.

11. Answer the following last question in this section only at the end of the SomeBody group

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

Recognition of skills for interaction and working in a group

1. I can concentrate on listening to what the other person has to say

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

2. I can participate in a group discussion

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

3. I can start a conversation with others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

4. I know how to take positive feedback

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

5. I know how to take critical feedback

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

6. I know how to withdraw when I see that someone needs space

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

7. I can express my ideas and my needs to others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

8. I think I can 'throw myself' into new things and ways of doing things

Not at all Very well
0 1 2 3 4 5 6 7 8 9 10

Write down here freely your thoughts about your emotional processing skills and your ability to express emotions constructively to others. If you are answering this questionnaire for the second time at the end of SomeBody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress numerically in the box below.

Answer the following last question in this section (question 9) only at the end of the SomeBody group.

9. I feel I have improved my interpersonal and teamwork skills

Not at all Very well
0 1 2 3 4 5 6 7 8 9 10

You can write your feedback on the questionnaire here.

THANK YOU FOR ANSWERING!





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 recognise 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, they are sweaty and their 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 recognising 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 stomach ache because I feel nervous about this day. There is a special theme day at school and changes in the everyday routine often stress me. A suitable breathing or relaxation exercise could make me feel better.

By practicing body awareness you will learn:

- to recognise 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 emotions show in the body and what kind of reactions they cause, e.g. muscle tension.
- to listen to your own body by conscious movement and thus grow your self-knowledge.
- to recognise 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?
- to calm down your mind and accept your body as it is.

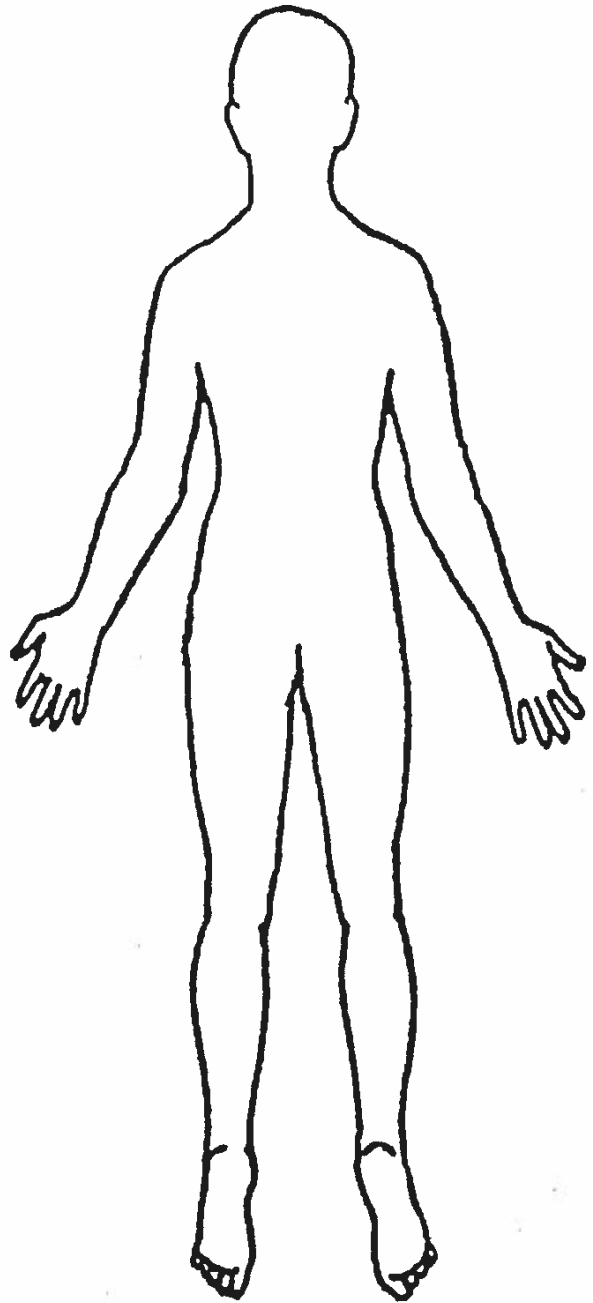
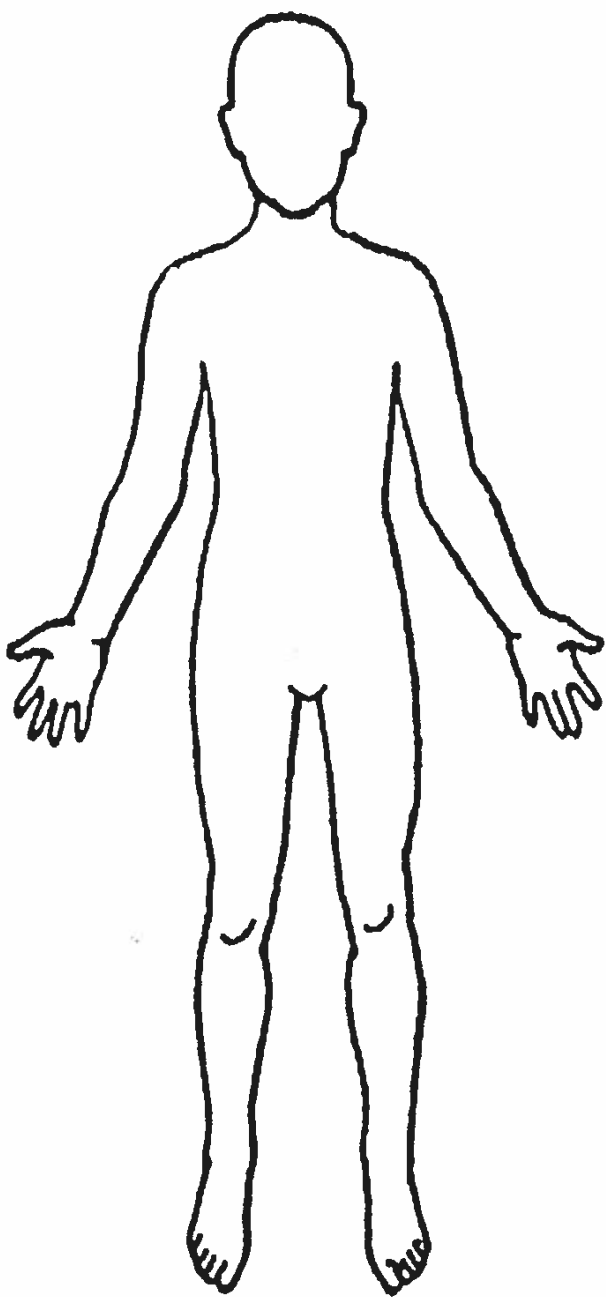
Body scanning exercise

Exercise: What are the different parts of my body communicating?

Draw and colour the sensations you identify in your body on the body images. Use colours.

Write your thoughts and bodily sensations also in the box below.

A large, empty rectangular box with an orange border, intended for drawing and writing. The box is positioned on the left side of the page. To its right, there are several overlapping, semi-circular shapes with orange outlines, which appear to be stylized representations of human body parts, possibly a hand or a foot, intended for drawing and coloring.





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:

- "my back feels tired, so it is time to stand up and stretch my legs or move my back".
- 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, e.g. 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 recognise 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 recognise different body parts and the resources and strengths of your body.
- to be aware of the effects of possible illness or pain on your concept of your body and its functionality.

Exercise

How to look at oneself in an accepting way. You can decide what clothes to wear when doing the exercise, or you can do the exercise with underwear or without any clothes at all.

Go in front of a large mirror and look at your own reflection in the mirror as neutrally and approvingly as possible. Read the instructions below once and then follow them. Take your time to do the exercise.

Take your time to look at your body, body part by body part.

Examine the different body parts as if you were seeing them for the first time.

As you look at the different body parts, think about which part of your body you prefer to look at, and why?

What part of the body is challenging or particularly difficult to look at, and why?

Don't judge yourself, just make observations and look at your body in a neutral way

Opening up the results of the exercise:

On the next page, in the boxes, write down your thoughts, emotions and bodily sensations during and after the exercise. What thoughts did the mirror exercise evoke in you, what emotions did you recognize and did you notice any bodily sensations during the exercise

Emotions:

Thoughts:

Sensations:



3 POSTURE & MOVEMENT AWARENESS

Posture stands for bearing. The posture is good when it is in balance. You can observe 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 recognise 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.

Exercise: Finding the neutral posture

Take a posture about shoulder-width apart and make sure the platform is flat. Read the exercise instructions first and then do the exercise as instructed. You can also put the book open in front of you at a level where you can read the instructions without changing your posture.

Focus your attention and concentration on yourself, on your body. Start to shift the weight on your balls and heels (back and forth) a few times. Find a good posture so that the weight is evenly distributed on the soles of the feet. Next, move the weight to the inner and outer sides of the foot a few times and again find a good balanced position so that the weight is evenly distributed on the soles of the feet.

Bend and straighten the knees a few times and get a good balanced position of the knees. Alternate between a sagging back and a straightened lower back. Find a good neutral position for the back so that it is not too arched or straight. Rotate the whole body to the right and left a few times.

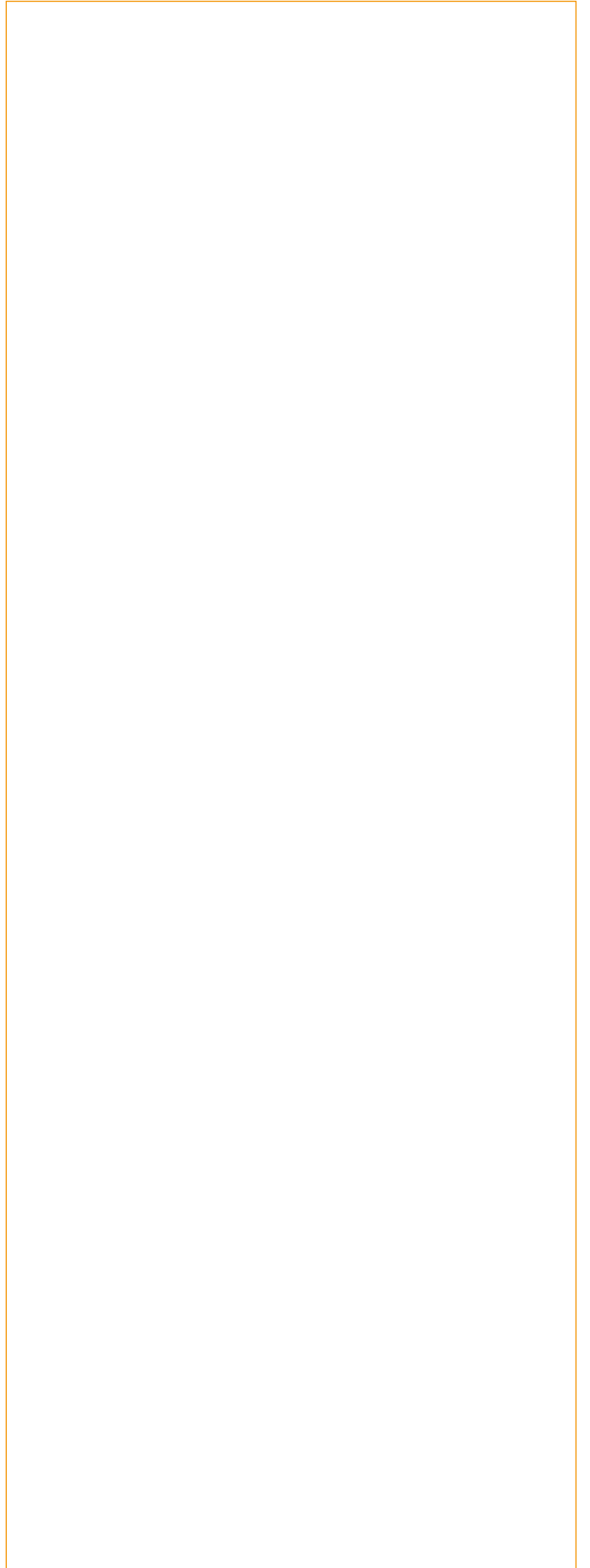
Then find your posture so that you are as centered as possible and not twisted in either direction in particular.

Push your shoulders forward and back. Lift your shoulders towards your ears and lower back. Repeat a few times to find a good alignment for your shoulders. Push your chin forward and back and rotate your head from side to side, looking over your right and left shoulders. Pay attention to your breathing and remember this position.

Shake and move to your typical posture (habit posture) in which you usually stand. Stop to listen to your breathing.

Opening up the results of the exercise:

Draw a figure of yourself in the first box at the beginning of the exercise and in the second box at the end of the exercise. Use colours to describe the sensations you identified in your body during the exercise. Name the sensations you describe in the colours and write them on the page as well. Compare the pictures in the boxes and write down what thoughts they evoke in you.





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: human beings need touch all their lives, 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 repetitively, 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.

From 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 anxiety. 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. 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 parts and the boundaries of your body.

Calming yourself:

The body and mind are in constant interaction with each other. When the body calms down, the mind can calm down too. Through caring and warm touch, the body responds by secreting oxytocin. It makes us feel safe and calms the mind by reducing fear and anxiety and increasing compassion and a sense of connection with others. Oxytocin is released when we hug or touch another person or ourselves. Stroking a pet also triggers the same reaction in the body. What is unique about the body-mind connection is that if you can visualise hugging someone and touching them, this can also trigger oxytocin in the body.

The skin is a sensitive organ and stroking yourself can sometimes be a quick remedy for distressing feelings. You can try different ways to calm yourself through touch. Always start by getting into a position where you feel safe. If necessary, close your eyes if it helps you to calm down. Try the exercises below in different situations. If you wish, you can also combine the exercise with gentle thoughts about yourself to increase the effect of oxytocin.

Place your hand over your heart and feel the warmth of your body under your hand. Allow your body to calm down. Put your hand on the other hand and let your body calm down. With the other hand, stroke your arm with calm, even strokes. Let your body calm down. Massage body lotion into your body or just your hands.

Stand up and wrap your arms around yourself. Focus on your breathing and always inhale to let your arms create space and exhale to embrace yourself.

Opening up the results of the exercise:

In the thought clouds on the adjacent page, write your thoughts about the impact of the exercise on your body and mind during the different occasions you did the exercise. You can also write down a situation where you did the exercise or found the exercise useful. Observation boxes on the impacts of the different times you did the exercise. One cloudlet for your first thoughts, the other for the observations and thoughts after a different occasion you did the exercise, etc.





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.

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

- 0-44 cm distance: the very close ones who you can hug and touch.
- 45-120 cm: friends.
- About 2 metres: a good distance for discussing with people you do not know.
- Over 3,5 metres: public presentations, e.g. a lecture by a teacher in a classroom.

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

Why does SomeBody include exercises connected to personal space?

- You learn to recognise 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 realise that the size of the personal space is affected by emotions 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 well-being 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:

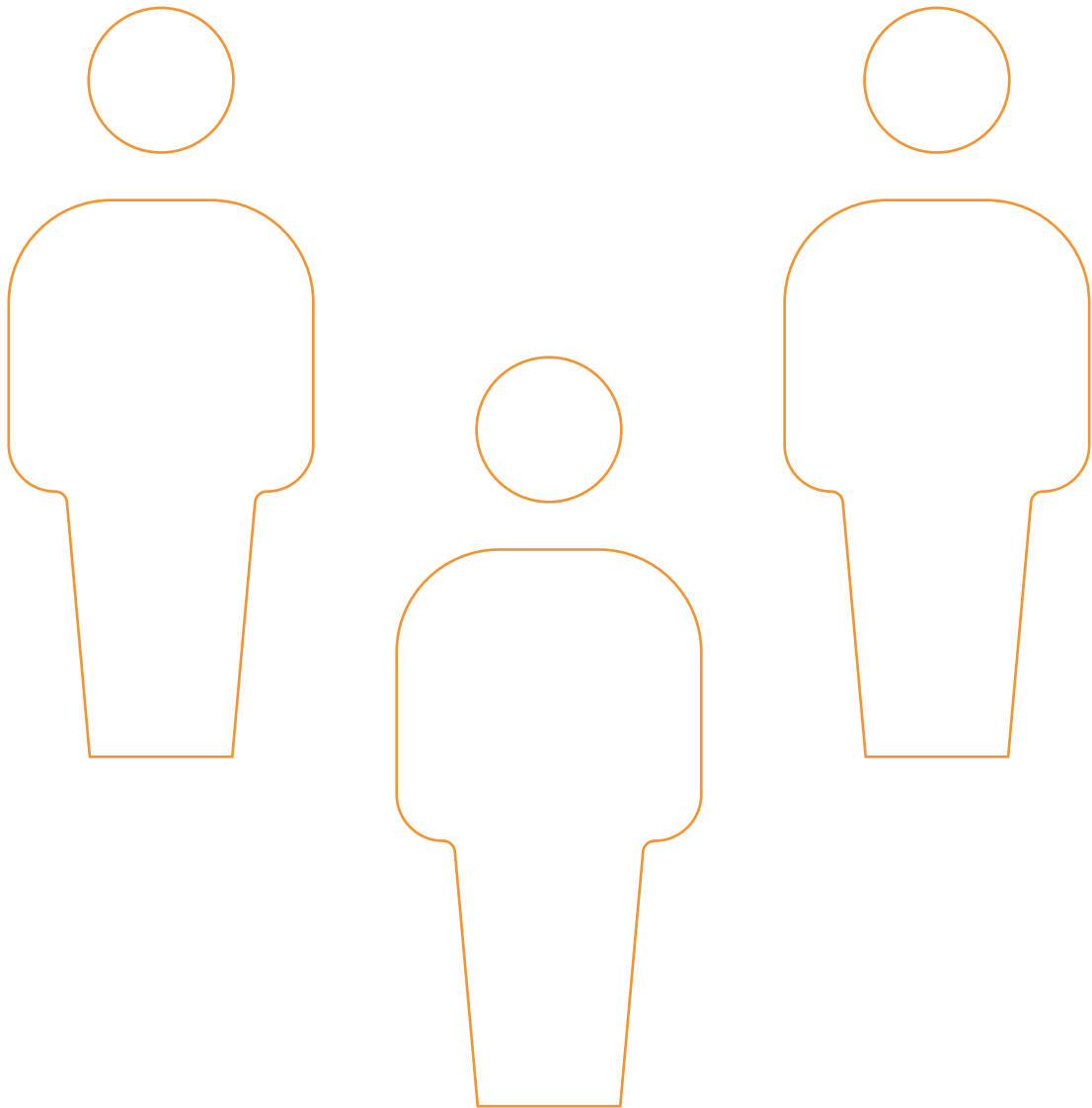
- to recognise your own personal space.
- to appreciate yourself and your personal space.
- to have the courage to say no, if someone enters your personal space.
- to notice if you step into somebody's personal space.

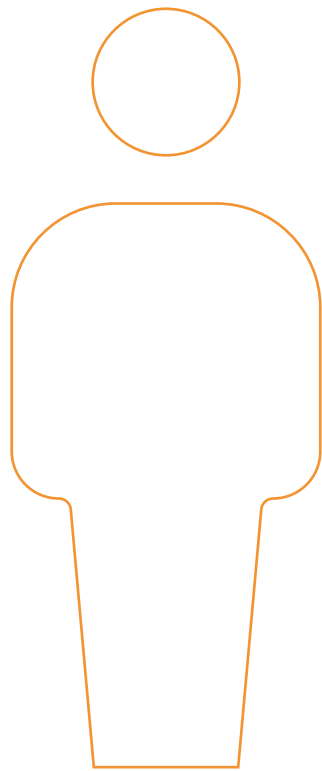
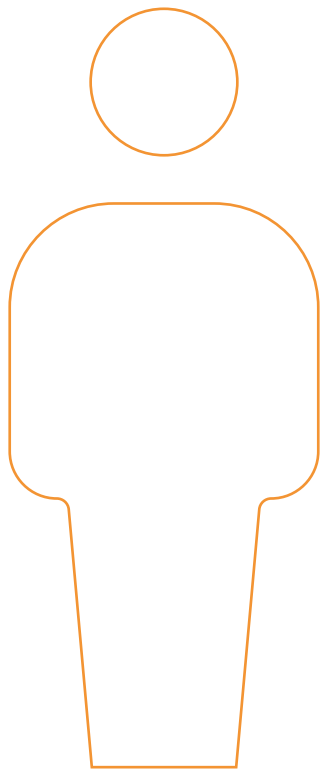
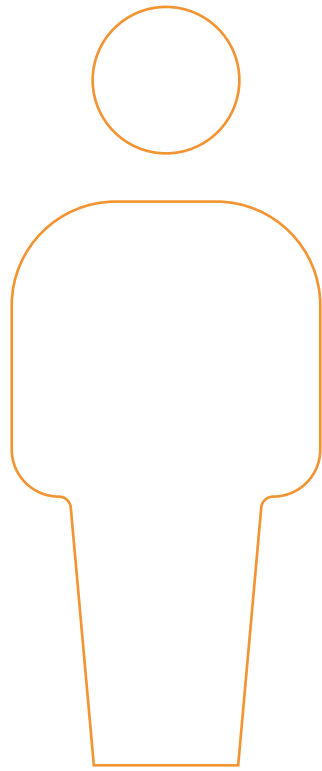
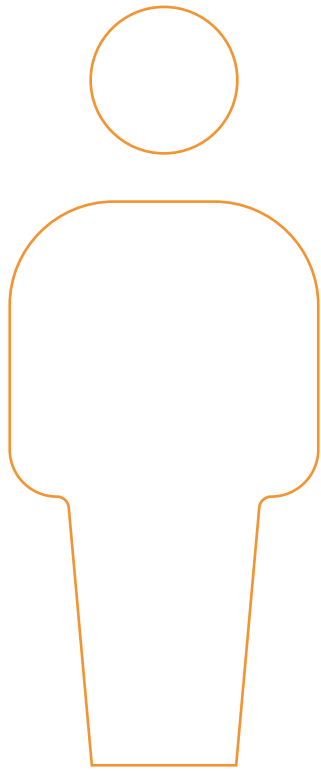
Exercise:

In the spread, you can see seven different drawn human figures, each representing one of the basic emotions. For each character, draw your own wall of protection from that emotion. Draw a protective wall that represents the feeling of how protected you want to be in relation to others when experiencing that feeling. How you want to hide that feeling or not show it to others. The protective wall is therefore your metaphorical territory. Think about each emotion from the perspective of whether you are with a stranger or a familiar person and draw a protective wall accordingly. You can also write next to it your thoughts about what the wall would be like if the person were different from the one you chose.

Basic Emotions:

Anger, fear, joy, shame, disgust, sadness, amazement.









6 BREATHING, CALMING DOWN AND DEEPENING THE BREATHING

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.

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 good company, when in sauna, exercising, listening to music, sleeping. When the breathing calms down, the heartbeat slows down and digestion speeds up.

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 one. When breathing in, the diaphragm goes down and you can notice the stomach slightly expanding and lungs being filled with air. When breathing out, the diaphragm relaxes and abdominal muscles press it upwards again and the lungs become emptied.

Why are breathing exercises done in SomeBody?

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

By practicing breathing you will learn:

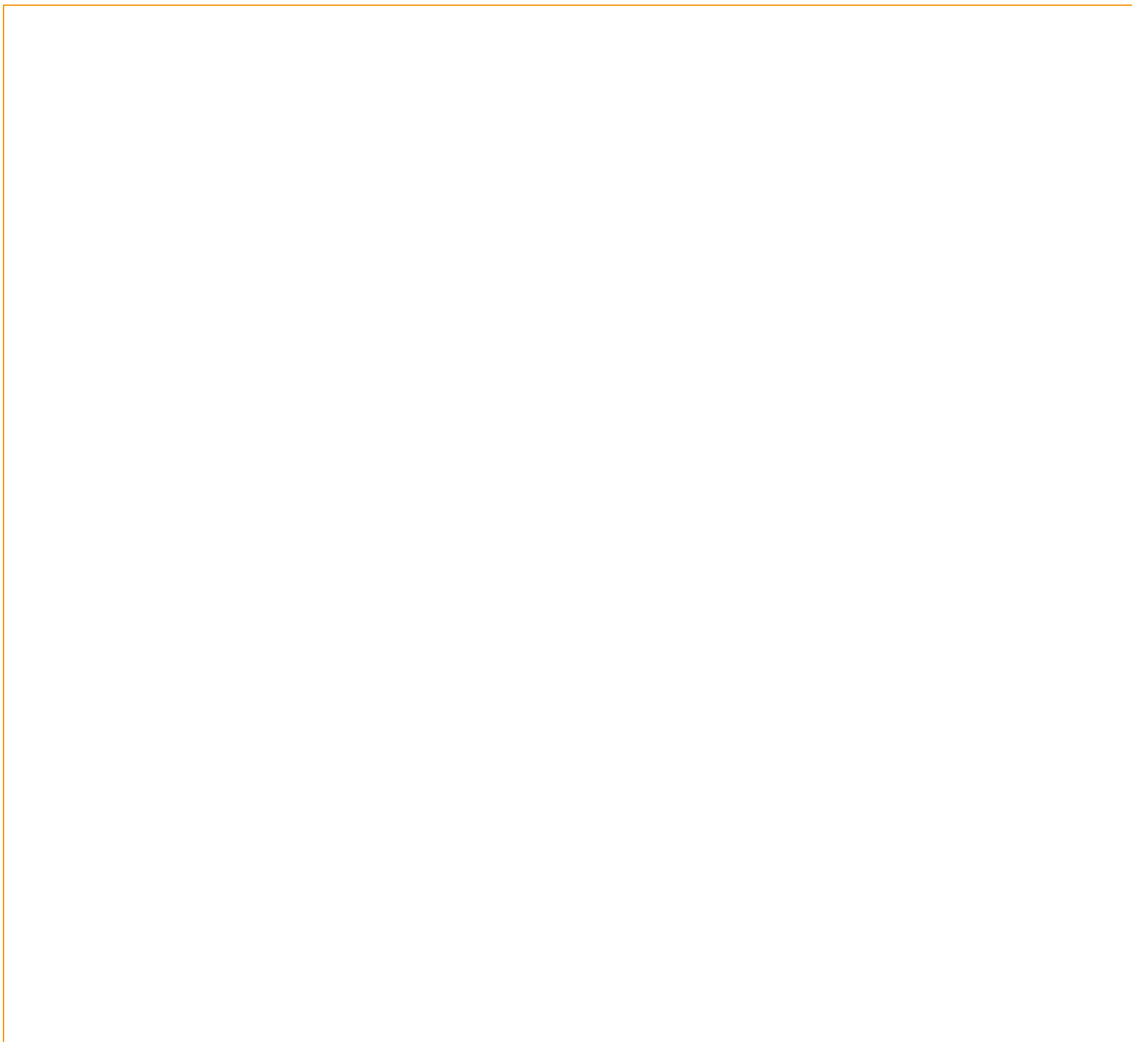
- to become aware of your own breathing and how it changes in different situations.
- different methods of affecting your breathing and body and thoughts.
- to utilise breathing in different situations.
- to relax by using breathing.

Exercise 1: Lift Breathing

Breathe in as if you were taking the lift to the top floor first. Then let some air out, the lift comes down one floor. Stop. Next, inhale just a little, and the lift starts moving again. Let some air out and the lift descends to the next floor. Continue in this way until you blow all the air out of your lungs, i.e. the lift is completely down or even lower than where you started.

Opening up the results of the exercise:

Was I able to concentrate on my body during the exercise? Was I able to forget the thoughts in my mind (heavy thoughts, stress, tension)? What emotions or sensations did you notice in your body? Was any part of your body particularly tense or relaxed? What thoughts did the exercise evoke in you? What emotions did the exercise evoke in you.



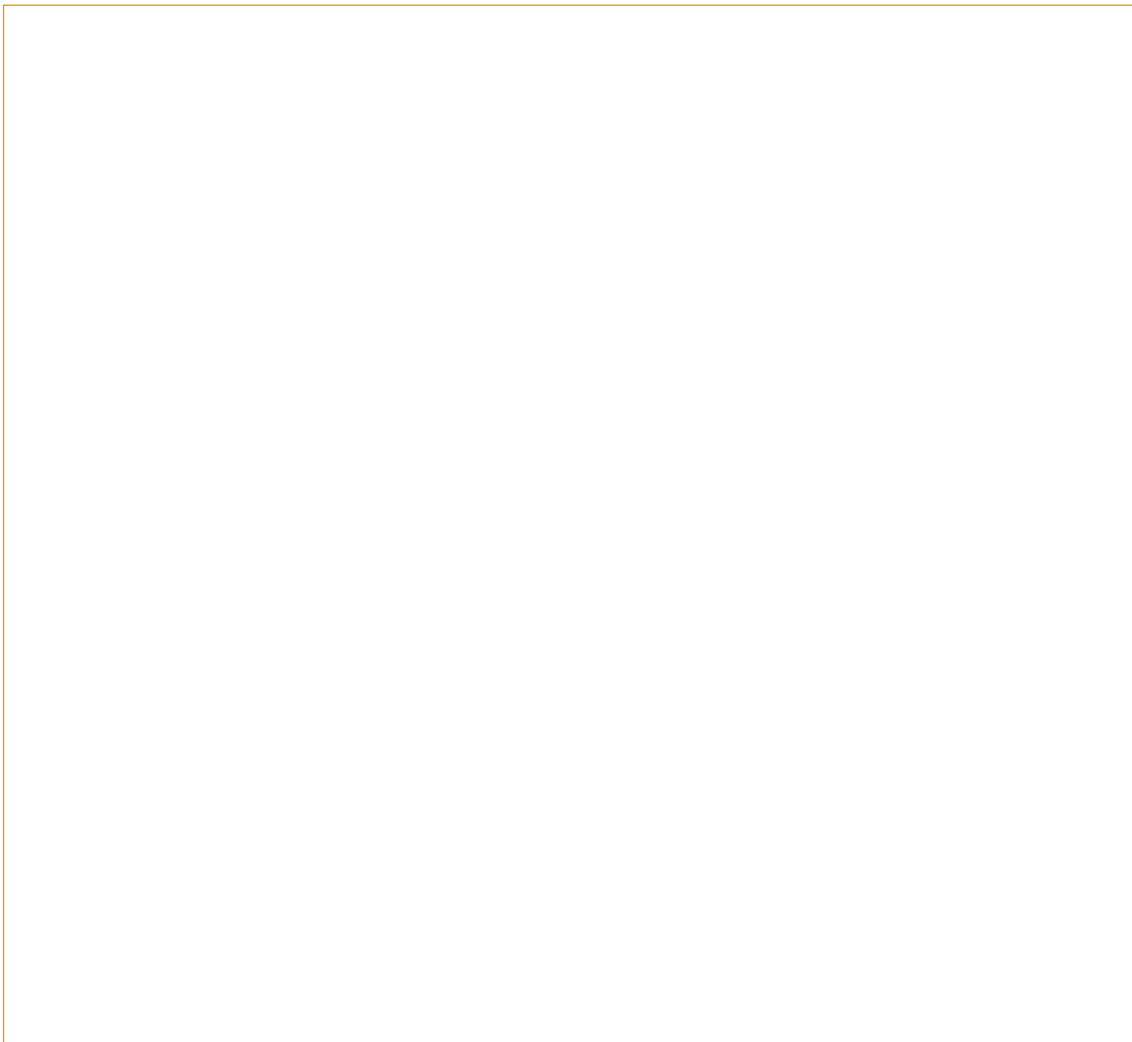
Exercise 2: Thumb breathing

You can do the exercise in different situations and positions. Focus your thoughts on your breath. Breathe at your own pace and with each inhale, start to lift your thumb. You can raise your finger high up, just slightly off the ground or just as a mental image in your mind. When exhaling, your thumb comes back against the platform. Use the thumbs of both hands at the same time.

Once the exercise has become familiar, you may also want to try modifying it so that you go through all the fingers one by one. With an inhale, the finger goes up, with an exhale, it goes down.

Opening up the results of the exercise:

Was I able to focus on my body during the exercise? Was I able to forget the thoughts in my mind (heavy thoughts, stress, tension)? What feelings or sensations did you notice in your body? Was any part of your body particularly tense or relaxed? What thoughts did the exercise evoke in you? What feelings did the exercise evoke in you?





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 challenging.

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 recognise 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.

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.

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.

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.

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.

Exercise: my safe haven

In this exercise, you imagine a place you like and feel safe in. You can always think of a safe haven to go to when you find things difficult. You could also imagine your haven when you feel better. This makes it easier to activate the image in your brain when you need to.

The more detail you can put into your imagination, the better. This way, your brain learns to associate it with a sense of security and peace.

Picture the safe haven in your mind. It can be a real physical place you have visited, or you can imagine in your mind the haven you want. Close your eyes.

Let the image of the safe haven enter your mind. Hold the image in your mind instead of words or thoughts. If possible, you can ask someone to read the exercise to you, or you can read it line by line and then always close your eyes and stop at that image.

Think about the details of your safe haven and describe them to yourself.

- What does your haven look like?
- What kind of lights and colours are there?
- What does the haven smell like?
- Is it warm or cool?
- Are you alone or with someone?
- Is there a soothing sound in the haven?
- Use all your senses to describe the haven in your mind.
- Enjoy the relaxing feeling of the haven.
- Open your eyes

Draw a picture of your safe haven on the adjacent page and write in the boxes all the different sensations you felt during the exercise.







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

By practicing awareness skills you will learn:

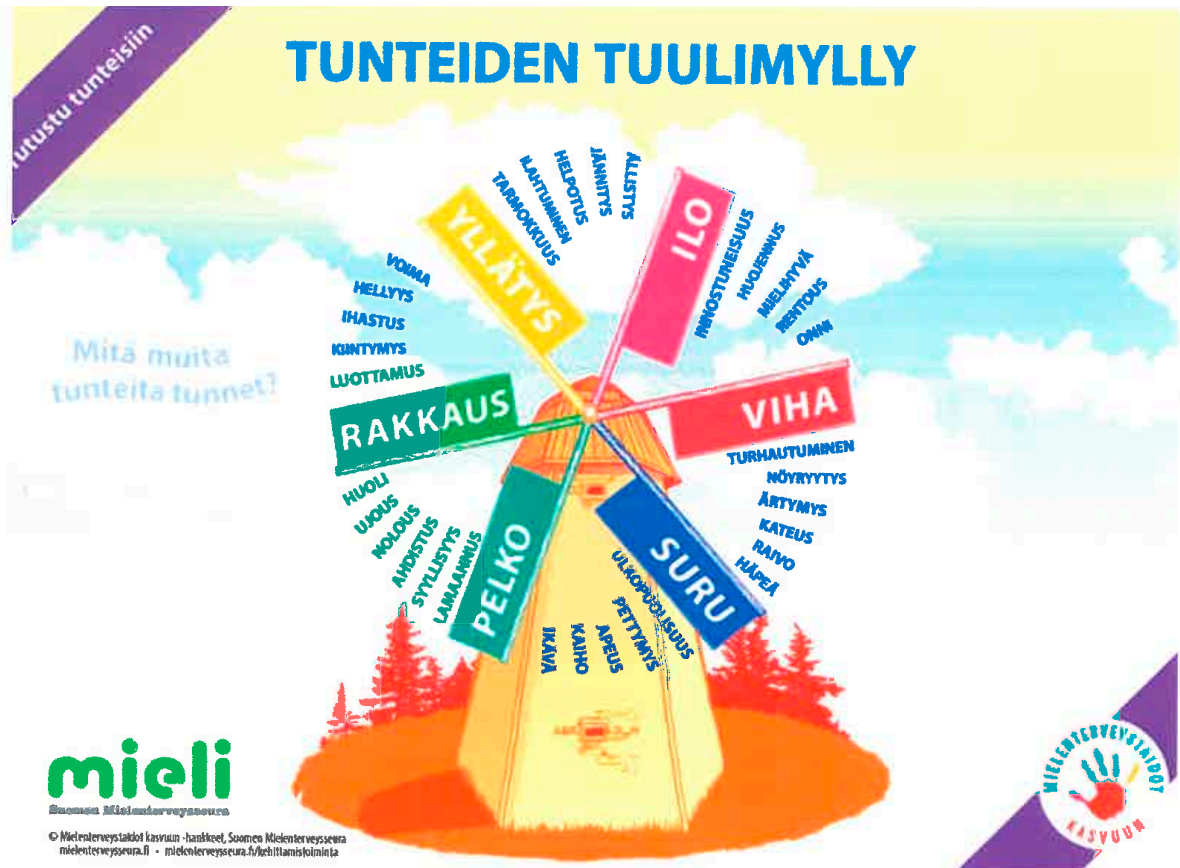
- your own and other people’s ways to react in a bodily manner to different feelings.
- to understand the versatility of emotional experiences and their connection to your own thoughts and the state of your body.
- to become aware of the importance of feeling emotions, tolerating feelings, studying feelings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

Exercise:

Using the Emotions Windmill: list your emotions over the last 3 days and which part of your body you feel the emotions in, for example, the last 3 days. Colouring/drawing these different emotions on a body image, naming and positioning the feelings.

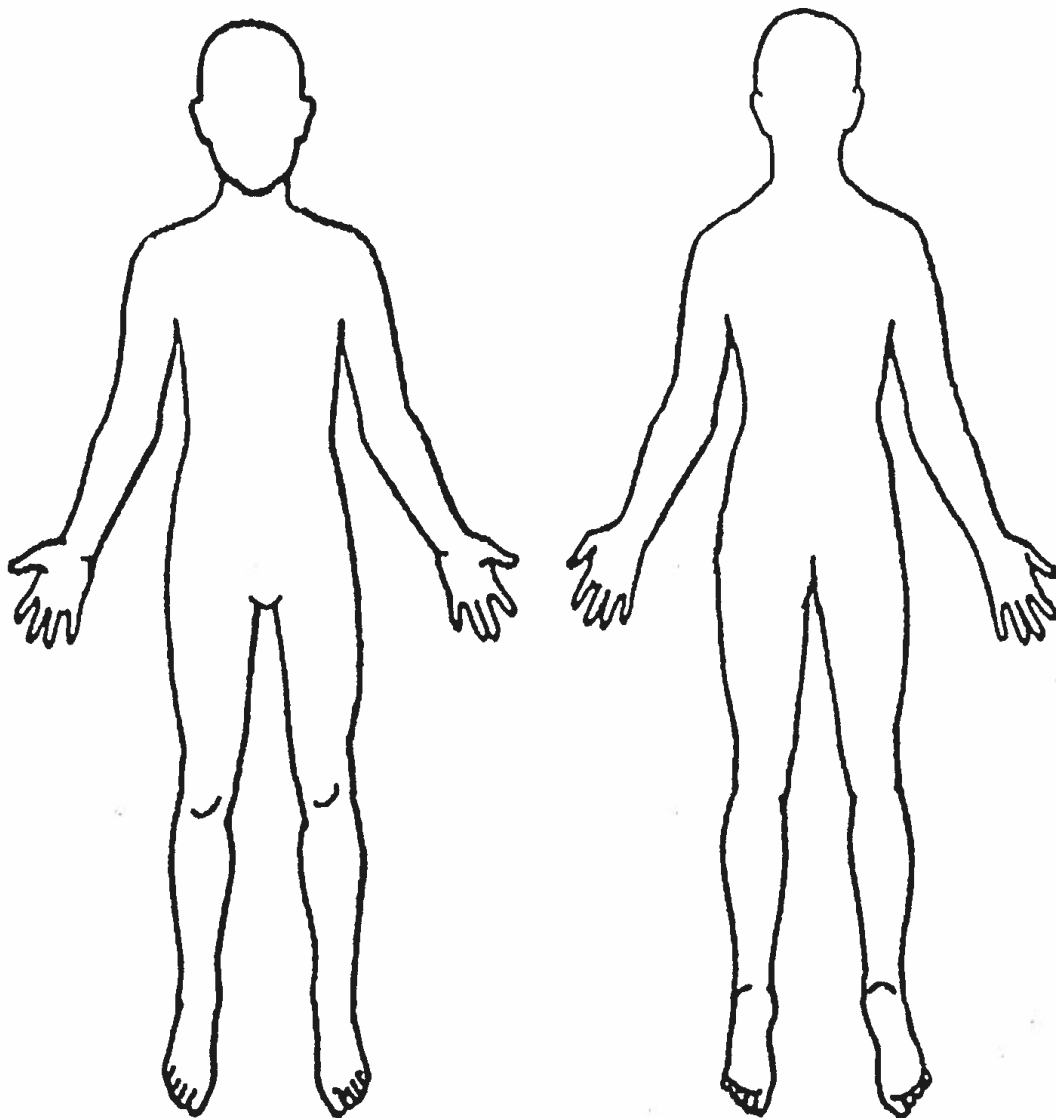
Exercise:

In the windmill of emotions, circle all the emotions you can identify yourself as having had in the last 3 days. You can also write down different emotions that are not recorded in the windmill. Choose a different colour for each emotion.



Opening up the results of the exercise:

Draw the emotions you identify in your body images as you feel them in your body. For each emotion, use the colour of your choice. You can first colour the emotion with the same colour.





9 INTERACTION

Support that strengthens personal resources and promotes social skills

It is extremely important for personal growth, development and well-being to feel loved, important 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 well-being 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.

Recent brain studies demonstrate that in interaction relations, also in later life, it is possible to get experiences of being loved and important, feeling safe, accepted and heard. Especially feelings of belonging and being worthy as oneself are important. Based on these experiences, everyone has a possibility to develop new ways to have an emotional and trusting relationships with other people.

In social interaction, interactive communication is necessary and that is where contacts are made. Communication takes place and feedback is received. A person develops, reflects their 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 their own courage.
- to get experiences of one's 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 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 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 recognise your own resources and strengths.
- to notice that everybody is unique.
- to notice the importance of compassionate attitude and hearing the others.
- to learn how to share and receive reinforcing and empowering feedback.

Exercise: Spider's web

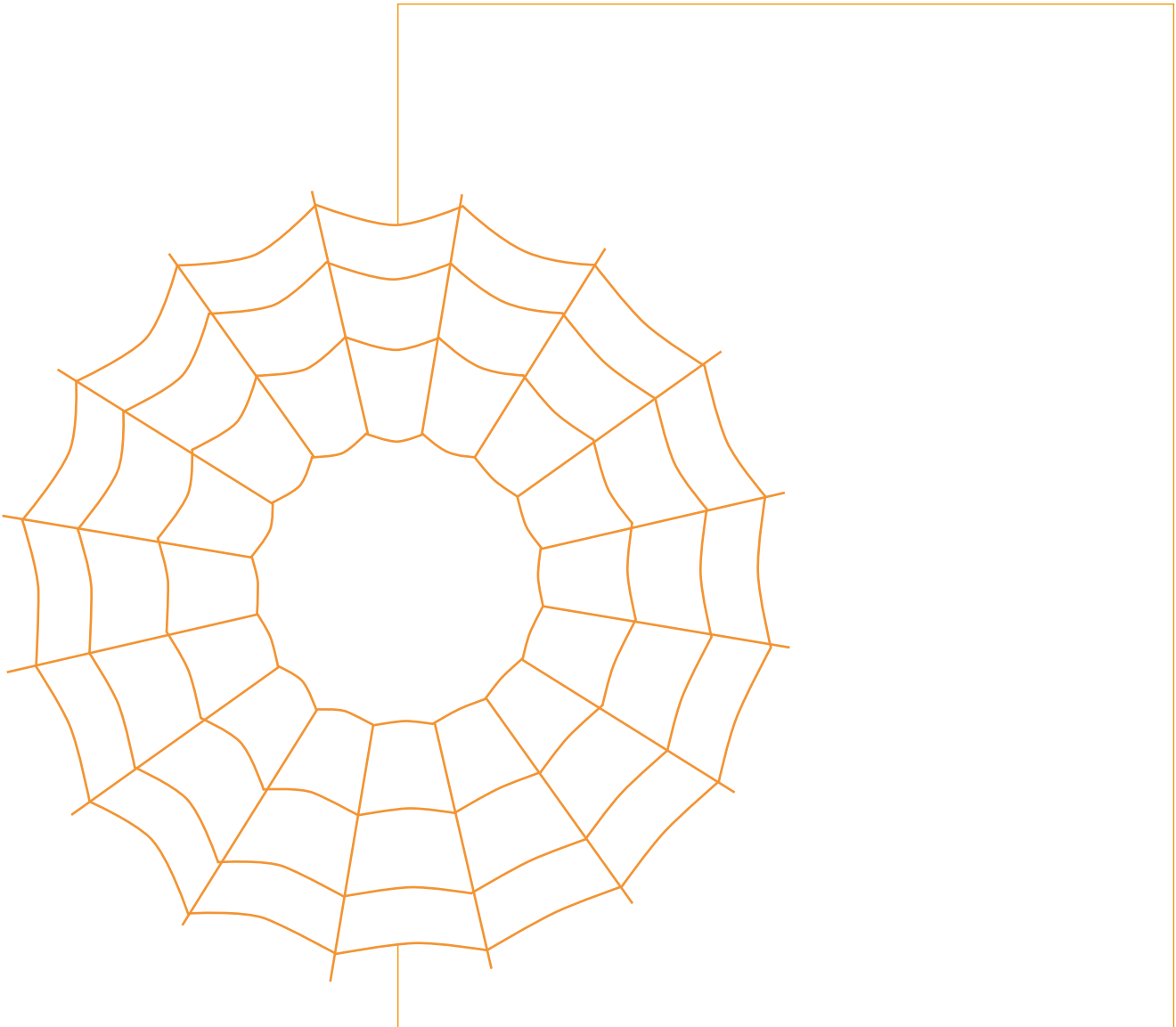
Instructions:

Draw yourself in the middle of the spider's web. Think of situations during the week where you have interacted with different people. Place these people in the spider's web at an appropriate distance from yourself according to how close you feel to these people in your life.

Opening up the results of the exercise:

Think about how you act in these different situations. In which situation do you think you act best, in the most socially skilful way.

Question, write down what feelings, thoughts or sensations did the task evoke in you?



SELF-CONCEPT

Working on the self-concept at the heart of SomeBody and how emotions, thoughts and bodily sensations affect us, our perception of ourselves and our competence and how they influence our agency in different situations.

The concrete implementation of the group counselling has been based on the so-called self-concept quadrangle exercise, in the SB method, in which participants identify and work on the strengths and resources of their social, physical, emotional and academic self-concept as a solution-focused process. The aim of the exercise has been to stimulate students' reflections on their own agency, motivation and perception of themselves as students and in their future careers. In addition, the group exercise also aims at bringing forward others' perceptions of themselves and their strengths, as well as ideas about challenging skills and the emotions and bodily sensations this brings.

In SomeBody, self-concept is seen as an individual's holistic understanding of themselves, in terms of their physical, social and psychological characteristics, values, emotions, background and attitudes. These perceptions and skills are related to their environment and the people and communities within it. It is thought that the self-concept always arises from interaction with other people. In SB, the framework and background idea of the self-concept is based on the hierarchical model by Shavelson et al. (1976) of the construction of the self-concept from the social, physical, emotional and academic components.

From the perspective of career and study guidance, self-concept is approached in different areas of self-concept by focusing on strengths and thoughts related to study and career skills. For example, what physical strengths do I have in relation to my ability to study and my future career? What do I think about my physical performance or fine motor skills (physical self-concept) in relation to my study ability or future career? What information (academic self-concept and strengths, thoughts) do I have about employment opportunities and job search processes? These perceptions of myself evoke certain thoughts and emotions that also affect my body and can influence how I relate to my own career dreams.

Pedagogically, when conducting a self-concept exercise, it is important to create a sense of trust and security for the students in the group right from the start. Before starting the exercise, it is important to formulate and agree on rules so that everyone has the opportunity to say only as much as they are prepared to say on that particular day in that particular situation, and everyone has the confidence that what is said will remain in that space. In the following, the main points of the self-concept exercise and its application to career guidance are explained. The exercise as a whole can be found in the SomeBody and food handbook. (Keckman et al 2020.)

The self-concept exercise is divided into three phases. The first phase focuses on the strengths of the self, the second phase on automatic thoughts and the third one on strengthening the strengths. Simply finding the strengths in oneself and putting them into words can be challenging. This identification of strengths within oneself is also a skill that is worth stopping to practise instead of rushing ahead.

When reflecting on strengths, everyone thinks about and writes down 2-3 strengths of themselves in the agreed area of the self-concept. Strength cards and word lists related to the different self-concepts can be displayed to help the participants identify strengths. Then, in a small group, each person explains why they chose this strength and how this strength appears in different situations in themselves and in relation to others. It would also be useful to give a concrete example of a situation in which this strength has manifested itself.

In the second phase of the exercise, each person thinks of 2-3 ideas and beliefs about themselves on the same self-concept theme and writes them down. There may be some truth in the automatic thoughts, but there are also many distorted beliefs. These thoughts and beliefs may just be learned habits. For example, an automatic thought might be: I am not pretty enough for the business field, I am too short to be convincing in a management position, I am bad at languages so I cannot go abroad for an exchange. These thoughts can be quick, thoughts that you don't even really notice or know about in your everyday life. They are constantly in your mind, they come and go, and it is important to stop and think about them in order to understand your own body's reactions and your own agency.

The identified thoughts are shared person by person with the small group, while explaining how that thought is affecting your body right now and in general when you are having that thought. In addition, think about which emotion or emotions are uppermost in your mind and show which part of your body is feeling that emotion or emotions. You can also look for alternative thoughts to replace that thought. In this case, the exercise instructs you to think about good and constructive alternative thoughts and their effects on your bodily sensations, emotions and actions. Alternative ideas can be integrative, provide new insights and increase resources.

The exercise can be taken to a third phase, where the participant is asked to choose one of their own strengths and, if it were to be strengthened further, to think about what good it could do. In addition, the process could be continued by asking participants to think about one aspect of their own development, related to self-concepts. Once a development point has been chosen, the participant talks in a small group about the situation in which the skill or characteristic to be developed could be used in the future, how it could be implemented and where it would be particularly useful.



Social self-concept

arises from thoughts related to interactive situations about whether one has behaved in a way that is expected by others.

Physical self-concept

expresses one's own judgements about, for example, the appearance of the body and physical fitness.

Emotional self-concept

assesses, among other things, the emotions aroused by the fact that I am who I am and have the strengths I have.

Academic self-concept

is the perception of oneself as a learner, in cognitive skills, or concretely in a particular domain (Shavelson, 1976).

RELATIONSHIP WITH FOOD

Relationship with food refers to our personal relationship with food and eating. Each of us has a relationship with food. The relationship with food can take many forms, one person may experience a warm and uncomplicated relationship with food, while another may have an indifferent or challenging relationship with food. The relationship is never complete, but is built and shaped throughout one's life. It lives and changes at different stages of life.

Each of us has a unique relationship with food, the way we relate to food in the present moment is rooted in our past experiences, the meanings we give to those experiences and the interpretations we make of them.

Why are there food relationship exercises in the SomeBody food app? To better understand why we relate to food and eating, as we;

- understand eating as a holistic issue, intertwined with the physical, mental and social life of a person.
- recognise our culture's strong mindset regarding 'the individual's right and wrong, good and bad food choices' which carries heavy moral charges.
- accept and value one's relationship with food and that of others.
- understand the relationship with food from different perspectives.

By practicing your relationship with food, you will learn:

- observe your perception of food and eating.
- trust yourself, your food choices and your values.
- the courage to explore different foods and food experiences.
- notice and recognise your strengths and resources in your eating behaviour.
- become aware of your thoughts and feelings about food and how they affect your body.

EATING COMPETENCE

Eating competence consists of four components:

- attitudes to eating.
- acceptance of food.
- internal regulation of eating.
- managing eating situations (Elvyn Satter).

The eating competence model does not take a position on what to eat, but focuses on providing guidelines on how to eat. The eating competence model focuses on attitudes towards eating, listening to your body and recognising its messages. The aim is to develop a positive, flexible and relaxed approach to eating, and to accept and enjoy a wide variety of foods. Recognising and eating according to feelings of hunger and fullness, and the ability to ensure adequate and regular eating and meal rhythms are also part of the skill of eating.

Why does the SomeBody food app train eating skills?

- Eating competence is linked to a better quality diet.
- Learning to recognise and listen to your body's messages, eating when you are hungry and stopping when you are full.
- Learning to eat in a relaxed and flexible way.
- Learning to eat tasty food at all meals in sufficient quantities on a regular basis.
- Learning to pause at mealtimes to concentrate on eating and, where possible, to eat together.
- Learning to recognise the link between eating competence and body satisfaction and reduced eating disorder behaviour.

By training your eating competence, you will learn:

- eat in a relaxed and flexible way.
- recognise and hear the body's signals of fullness and hunger.
- accept different foods.

NUTRITION LITERACY

Nutrition literacy refers to an individual's ability to use, assess, apply and benefit from the nutrition and food-related information they need.

Why does the SomeBody food app train nutrition understanding?

- To learn how to use and find reliable information to assess, for example, the nutritional-emotional quality and healthiness of food.
- To discover and understand that some of the food advertising and information in our surroundings confuses and interferes with our natural need for nutrition and the recognition of hunger and fullness.
- To gain confidence in our nutrition literacy.

By training your nutrition literacy, you will learn to:

- navigate in the midst of fragmented, contradictory and overwhelming information on nutrition.
- recognise and trust your own body's signals and external messages about what you can eat.
- trust your sense of what food your body needs
- realise what food is good for you in any given situation.

How am I and my body doing at the end of the meeting?

Meeting	How am I doing at the beginning of the meeting?	How am I and my body doing at the end of the meeting?

FEEL-O-METER

Think about what kind of feeling you had after Somebody meeting and draw it on the line.

The form consists of ten identical horizontal lines arranged vertically. Each line is bounded by a sad face icon (a circle with a downward-curving mouth and slanted eyes) on the left and a happy face icon (a circle with an upward-curving mouth and curved eyes) on the right. The lines are intended for drawing a feeling.

SOMEBODY[®] -MEASURE

Date: _____

Name: _____

On a scale of 0-10 please rate your skills and competence in the following statements. One end of the scale (0) indicates that you do not recognise the skill or competence expressed in the statement at all and the other end (10) indicates the best possible skills, competence. For each statement, circle the number that you think best describes your skill or competence in general.

Recognition and management of bodiliness

1. I feel that I know by body and its different parts as part of me

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

2. I feel that I recognise the different parts of the body as separate entities in their own right

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

3. I feel able to distinguish between the right and left sides of the body and the possible differences between them

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

4. I am aware of my body's physical reactions in different situations (e.g. blushing, shivering, sweating).

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

5. I feel able to calm and relax my body

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

6. I feel that I can control my body in different postures and movements

Not at all *Very well*
0 1 2 3 4 5 6 7 8 9 10

7. I can control my body in a physically demanding task or exercise.

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

8. I recognise pain in different parts of the body

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

9. I am happy with the way I look

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

10. I recognise the effects of emotions on the body

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

11. I can concentrate when I need to

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

12. I dare and know how to be closer to another person

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

13. I can receive and tolerate the touch of another person

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

14. I dare and know how to touch the other person in a way that is appropriate to the situation

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

15. I know my own personal space and can define its boundaries

Not at all

0 1 2 3 4 5 6 7 8 9 10

Very well

Write down here freely your thoughts about your own physicality and how your body functions. If you are answering this questionnaire for the second time at the end of SomeBody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress resulting from SomeBody numerically in the box below.

Answer the following last question in this section only at the end of the SomeBody group.

16. I have improved my body awareness and body management skills

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very much so*

Recognition and expression of feelings

1. I can tell when I feel joy.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

2. I can express my feelings of joy to others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

3. I can tell when I feel sad

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

4. I can express my feelings of sadness to others

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

5. I can tell when I'm feeling fear.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

6. I can tell others about the feeling of fear.

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

7. I can tell when I'm feeling ashamed

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

8. I can tell when I'm nervous

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

9. I can tell others about my nervousness while taking others into account

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

10. I recognise other people's feelings

A) in a familiar situation/with people I know

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

B) in a strange situation/in the company of strangers

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

Write down here freely your thoughts about your emotional processing skills and your ability to express emotions constructively to others. If you are answering this questionnaire for the second time at the end of Somebody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress numerically in the box below.

11. Answer the following last question in this section only at the end of the SomeBody group

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

Recognition of skills for interaction and working in a group

1. I can concentrate on listening to what the other person has to say

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

2. I can participate in a group discussion

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

3. I can start a conversation with others

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

4. I know how to take positive feedback

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

5. I know how to take critical feedback

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

6. I know how to withdraw when I see that someone needs space

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

7. I can express my ideas and my needs to others

Not at all 0 1 2 3 4 5 6 7 8 9 *Very well* 10

8. I think I can ‘throw myself’ into new things and ways of doing things

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

Write down here freely your thoughts about your emotional processing skills and your ability to express emotions constructively to others. If you are answering this questionnaire for the second time at the end of SomeBody, please briefly describe any progress you have made in the skills described above and tell us where you have made progress. Record any change or progress numerically in the box below.

Answer the following last question in this section (question 9) only at the end of the SomeBody group.

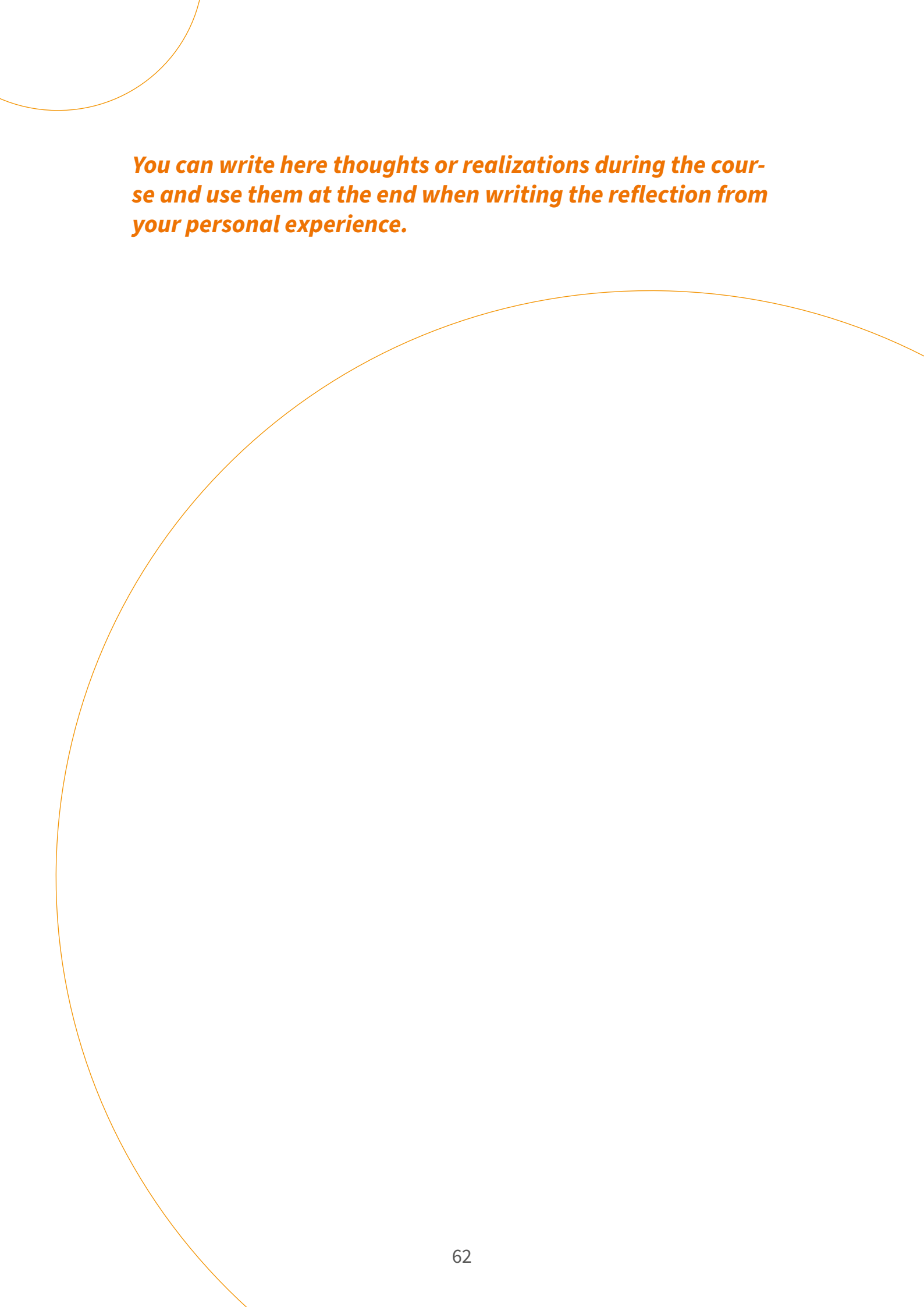
9. I feel I have improved my interpersonal and teamwork skills

Not at all 0 1 2 3 4 5 6 7 8 9 10 *Very well*

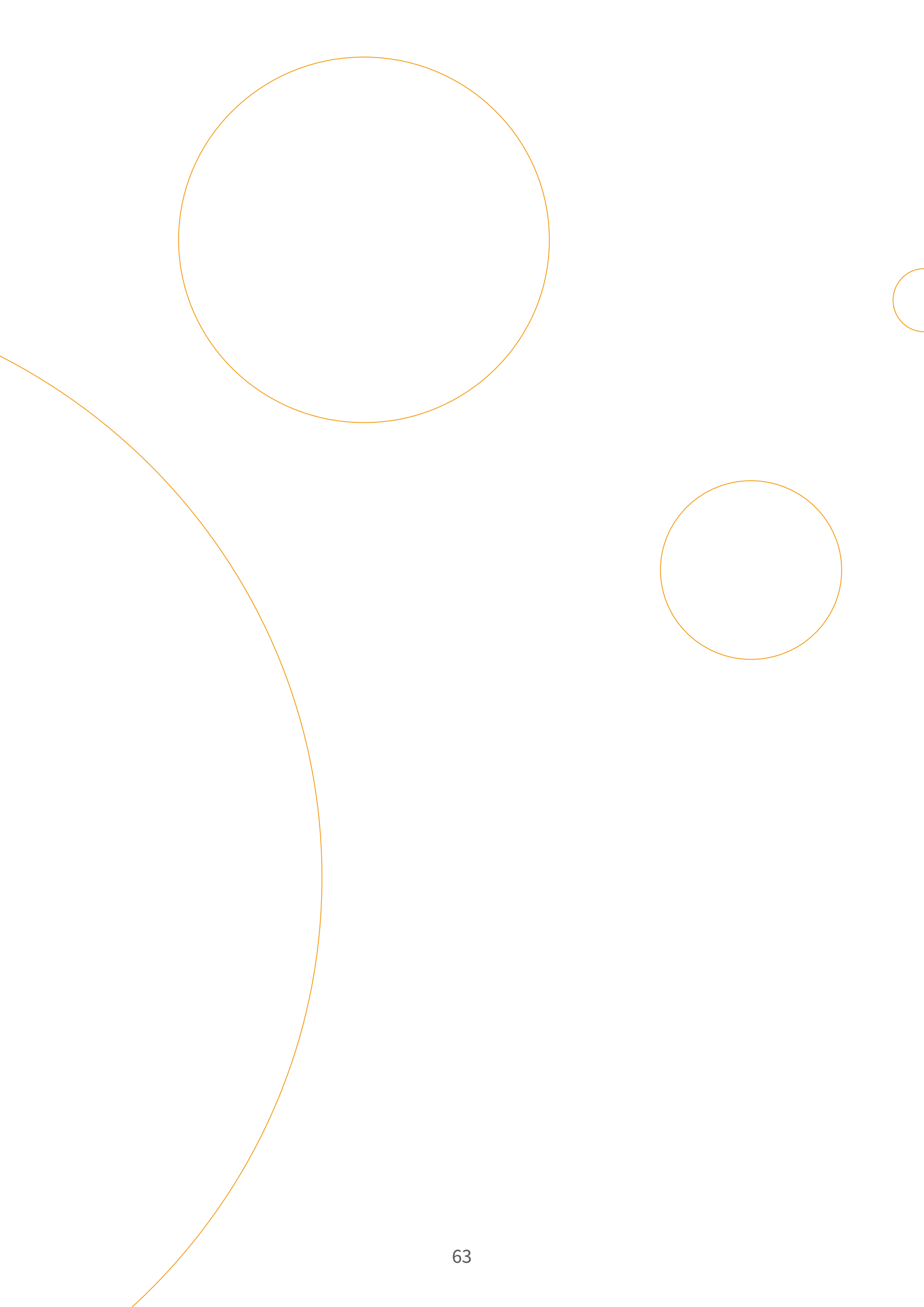
You can write your feedback on the questionnaire here.

THANK YOU FOR ANSWERING!





You can write here thoughts or realizations during the course and use them at the end when writing the reflection from your personal experience.



This Publication is done as a part of the Ministry of Education and Culture funded project StudyWell. The main purpose of the project is to unify the students supervision and ossify SomeBody- student groups as part of the organizations students wellbeing services.

We hope that this workbook will support your capability to study and and your self-efficacy. When you fill this workbook, remember that you do it only for yourself and it is recommended that you get back to this workbook every now and then during your studies.

The exercises are a collection of previously published SomeBody-methods handbooks. For more information on the method, please visit somebody.samk.fi.

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