

## Lesson 2 - Teaching and Learning Process

### Climate for learning:

Establish with the course tutor/module leader if any subject matter that may arise during the session could have an adverse effect on any of the students. If any students have any specific special needs statement (often referred to as Summary of Support Needs SoSN, Disability *Support Summary etc*), please ensure you read the document before the lesson commences.

It is important to consider sensitivities and prior knowledge about specific student's circumstances. Students in the class will have a range of experiences and understanding of mental health, and some may have families/friends that have been affected. This guidance should be followed for all subsequent lessons.

A list of useful websites relating to mental health and the support available is included in your Additional Resources. You may have students who will come forward with concerns that are not declared or covered by SoSN when they attend your classroom. It is vital to encourage and sign-post students to any support offered by your institution. It is useful to have the list of websites and organisations printed as hand-outs and the link shared on your Course Management System. Follow up with the student's Course/Personal Tutors to ensure continuity of care for the students who have come forward.

Throughout the series of lessons, have an anonymous question box available for students to post questions or concerns. If appropriate these can be addressed in the SEJ Workshop Lesson. Ensure confidentiality.

### Room Layout:

It is important the room is laid out so students can see and hear the presentation clearly. Testing of the audio and visual is HIGHLY recommended at least 48 hours prior to training. Students need to have enough space to ensure privacy with their written work, equally to be able to interact with other students easily.

### Materials:

- Internet enabled laptop
- Projector / Screen
- Flip chart paper (For group exercise)
- Pens / Pencils / Coloured marker pens
- Paper / Exercise Books
- Display a list of useful websites relating to mental health support – **Useful Websites for Wellbeing Advice**
- Display Ground Rules
- Display Key Message

### Teaching Materials:

The following teaching materials should be uploaded onto the Course Management System e.g., Moodle/Canvas. Please ensure to download all exercises and any other relevant materials prior to the lesson.

- SEJ Training – Lesson 2: Breaking the Cycle of Suffering - Happiness is the Key to Life video recording.
- Lesson 2 Exercise 1 My thoughts determine my choices.
- Lesson 2 Exercise 2 Einstein's Quote.

### Learning Instructions:

#### Introduction – 2 minutes

1. Ensure ground rules from previous sessions are on display (or on screen).
2. At the start of subsequent lessons these rules can be revisited and adjusted accordingly. **It is important to tell the students that whatever arises during the classroom session remains confidential to respect everyone's privacy. Ensure this is understood by everyone and is one of the key ground rules.**

#### Pre-recorded training instructions – Educator/staff / SEJ Facilitator

1. Access the PowerPoint video SEJ Training – Lesson 2: Breaking the Cycle of Suffering - Happiness is the Key to Life prior to lesson commencing.
2. Welcome the class, housekeeping and introduce yourself if required. (1 minute)
3. Introduce lesson aims and objectives. (1 minute)
4. Start the training video. (7:34 minutes)
5. Pause video at Exercise 1 'My thoughts determine my choices' (Exercise time 12 minutes).
6. Re-start the video. (10:24 minutes)
7. Pause video at Exercise 2 'Einstein's Quote' (Exercise time 10 minutes).
8. Re-start video to the end of the presentation. (1:12 minutes)
9. See:
  - a. Exercise Support and Tips
  - b. Students' Exercises for Different Abilities
  - c. Early Finish
  - d. Plenary (5 mins)
  - e. Additional Resources.
10. Lesson Time: 50:10 minutes (includes lesson introduction and plenary)

#### Early Finish

If the lesson finishes early, you can encourage students to revisit Exercise 1. My thoughts determine my choices Tasks 2 and 3.

#### Plenary – 5 mins

Lesson Summary: *“What we choose to think about daily will define our level of happiness and success.”*

Ask students, through a show of hands if they understand the key message having completed the lesson. You can support by asking them the following questions:

1. Do you understand why we ‘suffer’ when we believe our thoughts?
2. Your behaviours are linked to your thoughts, and if you keep thinking the same way the behaviour will repeat, has anyone ever experienced this?
3. Do you realise that only you can change your thoughts, only you can stop the ‘cycle of suffering’?
4. Are you looking forward to stopping your repetitive self-defeating thoughts?

Ask students if they have any questions about what was covered in the lesson.

Give time for students to summarise their learning either verbally or written.

Exercises can be completed as homework prior to the next lesson as required.

Students must ensure to bring all exercises / homework to subsequent lessons as they may be used as a reference as part of their SEJ studies. Educator can collect exercises if this is felt to be best to assess students understanding of the lesson.

It is highly recommended that students are able to access recorded videos and exercises for each lesson from your Course Management System (such as Canvas /Moodle). In order that they have an opportunity to watch them again in their own time to gain a fuller understanding of the SEJ training.

#### Additional Resources:

- Useful websites for wellbeing advice can be found under resources in the SEJ Training Guide.
- Poster available: [John Lennon Quote “When I was 5 years old...”](#) for display in classroom.