

Lesson 6 - Exercise support and tips

Methods to assess learning in this lesson is tutor observation, completed exercises and questions and answers. Plenary includes oral assessment with show of hands in relation to the lesson key message and understanding of the lesson.

Exercise 1 The SEJ Worksheet Step 3

Full instructions are given on the exercise worksheets, if you require further support, you can email enquiries@thesej.co.uk or contact your SEJ Facilitator.

1. Hand out exercise sheet Lesson 6 Exercise 1 The SEJ Worksheet Step 3 Template with The SEJ Worksheet Step 3 Example. Students can refer to the example worksheet to remind them of how to complete each section.
2. Having realised a Truth at Step 2 ask the students to simply continue to sit in silence and allow a space for more truths to rise from within.
3. As a prompt they can write out the truth from step 2 and simply add the word because, and continue. Evidence will then rise from within providing evidence and mirrors. Emphasise that the evidence and mirrors must come from Truth and not from the mind; encourage students to remain in silence and 'bathe in their Truth'.
4. *How do you know if the mind or Truth is speaking? Remember, the mind will limit you and cause lower vibrational emotions. The Truth, however, will resonate deeply within you, feel empowering and cause higher vibrational emotions. It will feel like an Aha! moment, a light bulb moment, a satori moment, you'll be smiling at the very least, crying with joy, or laughing aloud.*
5. Ask students to write their mirrors (these may come naturally as they write out the evidence). Mirrors are thoughts we project onto others. If someone is 'pushing their buttons' they have yet to take responsibility for this aspect of their personality. Mirrors can come from any part of the story written at Step 1.
6. THERE WILL BE NO MIRRORS IF WE ARE NOT PROJECTING ONTO SOMEONE ELSE, I.E. IF THE WORKSHEET IS A STORY ABOUT OURSELVES AND DOESN'T INCLUDE OTHERS.
7. Encourage students to take their time to do Step 3, let the Truth unfold as it were, not rush through (this applies to all the steps).
8. Four bodies: Ask the students to put their chosen thought through the 4 bodies. They can either continue to use the SELF Regulation (truthful thought) from Step 2, or use a new thought from step 3, especially if it feels like a deeper more powerful truth that resonates with them.

Exercise 2 The SEJ Worksheet Step 4

1. Hand out exercise sheet Lesson 6 Exercise 2 The SEJ Worksheet Step 4 Template with The SEJ Worksheet Step 4 Example. Students can refer to the example worksheet to remind them of how to complete each section.
2. Ask students to test their original thought believed from Step 1 to see what's changed.
3. Four bodies: Bring forth the thought chosen at Step 1 and put it in the 'Mental Body' and complete the emotional, physical, and spiritual bodies.

4. Encourage students to notice the difference in the 3 bodies (emotional, physical, and spiritual) at Step 4 compared to Step 1.
5. Ask students to complete the Outcomes for both Immediate (internal) and Life (external) Outcomes. See worksheet for guidance.
6. Ask students to complete the Life Outcomes and to continue to add to the Life Outcomes over the coming days and weeks as the external life situation continues to unfold, and change based on their new empowering thoughts.
7. Encourage students to see what they have learnt from their situation and complete the 'Lesson', this will be unique to the practitioner and the situation. If they are unclear, they can ask for support at the SEJ Practice Workshop.

Tips:

1. Don't rush, encourage students to take their time when connecting to their Truth.
2. You must practice the SEJ for it to work. PRACTICE MAKES PERFECT.
3. Owning your mirrors is both enlightening and empowering (don't let your mind tell you otherwise).
4. Stick to the process don't overcomplicate it.
5. Always use the worksheet until the day you see the process is naturally working through you.
6. Attend the SEJ Practice Workshops to ensure you get support and keep practicing.
7. Don't give up!

Students' Exercises for Different Abilities:

Exercise 1 Step 3

1. Advancing: Students must complete all parts of Step 3 in full.
2. Developing: Students must complete all parts of Step 3 in full. A fellow student or educator may be able to give additional support.

Exercise 2 Step 4

1. Advancing: Students must complete all parts of Step 4 in full.
2. Developing: Students must complete all parts of Step 4 in full. A fellow student or educator may be able to give additional support.