

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 (referred to as Summary of Support Need 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
- Post-it notes (for ground rules)
- Pens / Pencils / Coloured pens or pencils
- 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 or can be accessed via your SEJ membership area. Please ensure to download all exercises and any other relevant materials prior to the lesson.

- SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording.
- Lesson 1 Exercise 1 Areas of Life Pie Chart
- Lesson 1 Exercise 2 Areas of Life Thoughts
- Lesson 1 Exercise 3 What Limits Us?
IT IS ADVISABLE TO PLACE THE WORKSHEETS UPSIDE DOWN ON THE DESKS TO SAVE TIME. STUDENTS CAN TURN THEM OVER WITH YOUR INSTRUCTION.

Learning Instructions:

Introduction – 4 minutes (2 minutes if creating ground rules prior to event)

1. Create classroom ground rules by leading a discussion around safe, comfortable learning environments to establish an open and safe learning space for everyone in the class. Students can then share ideas and write rules on post-it notes which are then collated and voted on to establish a set of rules. If time does not allow for this, you can create the ground rules prior to the event and see if student's have any to add.
2. These rules can then be posted on your Course Management System for everyone to review. 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 1: An Introduction to the SEJ Process. 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. (10:48 minutes)
5. Pause video at Exercise 1. Areas of Life Pie Chart (Exercise time 4 mins).
6. Re-start the video. (6:39 minutes)
7. Pause video at Exercise 2 Areas of Life Thoughts (Exercise time 5 mins).
8. Re-start the video. (9:34 minutes)
9. Pause video at Exercise 3 What limits us? (Exercise time 5 minutes). If you are running over this exercise can be set as homework.
10. Re-start video to the end of the presentation. (3:51 minutes).
11. See:
 - a. Exercise Support and Tips
 - b. Students' Exercises for Different Abilities

- c. Early Finish
- d. Plenary (5 mins)
- e. Additional Resources

12. Lesson Time: 55:52 minutes (includes lesson introduction and plenary).

Early Finish

If the lesson finishes early, you can encourage the students to continue with Exercise 2.

Plenary – 5 mins

Lesson Summary: *“You are NOT limited by people, events, or life. You are only ever limited by your thoughts about people, events, or life.”*

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. How aware are you that there are periodically different areas of our lives that need improvement? Do you realise staying conscious to them is empowering, and the SEJ process can help?
2. Is it clear to you that we cannot change the present moment, but we absolutely have the power to change our thoughts and perception about the present moment?
3. Can you see the correlation between the areas of life that need improvement and negative thoughts/feelings. Also, areas of life that are fulfilled and positive thoughts/feelings?

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

Allow 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.

Show an example of the SEJ Mental Health & Wellbeing Awareness Certificate to encourage students to attend all lessons. The certificate is only given to those who have completed the full training.

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.