

Lesson 6 - Teaching and Learning Process

This is the second of a two-part lesson which will take place over two consecutive sessions: Lesson 5 The SEJ Worksheet Part 1 and Lesson 6 The SEJ Worksheet Part 2. They should be taught in sequence and the gap between the 2 sessions should be kept to a minimum. If students miss Part 1 ensure they have completed it by accessing the recorded video Lesson 5 The SEJ Worksheet Part 1 via your Course Management System prior to them attending Part 2.

Ensure students bring the SEJ Worksheet from Part 1 when attending Part 2.

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 lessons commence.

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

- Pens / 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 6: The SEJ Worksheet Part 2 PowerPoint video recording
- Lesson 6 Exercise 1 The SEJ Worksheet Step 3 Template
- The SEJ Worksheet Step 3 Example
- Lesson 6 Exercise 2 The SEJ Worksheet Step 4 Template
- The SEJ Worksheet Step 4 Example
- The SEJ Worksheet Template – to be handed out to students at the end of the lesson in preparation for lesson 7 to attempt their own SEJ.

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 each individual person's privacy. Ensure this is understood by everyone and is one of the key ground rules.**

Pre-recorded training – Educator/staff/SEJ Facilitator

Prior to starting the video, please encourage the students to read through the SEJ Worksheet Steps 1 and 2 Example from lesson 5. This will ensure they recall the example 'I can't do this' which will be continued in this video. (3 minutes).

1. Access the PowerPoint video SEJ Training- Lesson 6: The SEJ Worksheet Part 2 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. (11:20 minutes)
5. Pause video at Exercise 1 The SEJ Worksheet Step 3 **ENSURE STUDENTS HAVE THEIR WORKSHEET FROM LESSON 5 TO CONTINUE WITH STEP 3.** (Exercise time 7 mins).
7. Restart the video. (11:21 minutes)
8. Pause the video at Exercise 2 The SEJ Worksheet Step 4 (Exercise time 7 mins).
9. Re-start video to the end of the presentation. (5:34 minutes).

10. Inform students that **LESSON 7 IS ESSENTIAL IN UNDERSTANDING FULLY THE SEJ PROCESS**. Giving them the opportunity to ask questions about their SEJ practice, obtain any practice corrects or go through their own personal SEJ Worksheet if they have any unanswered questions. Also see Additional Resources for information on attending subsequent SEJ Practice Workshops.

1. 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 54:15 minutes (include lesson introduction and plenary).

Early Finish

If the lesson finishes early, you can encourage the students to put another thought through the SEJ. They can look at the 'Collective Beliefs Examples' or 'Four Bodies' downloads to assist them.

Plenary – 5 mins

Lesson Summary: *"You've got to have a successful internal experience to have a successful external experience"*.

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 how to complete Steps 3 and 4?
2. Do you know when to practice the SEJ to change your external experience?
3. Do you understand what it means to take personal responsibility accept your 'mirrors'?
4. Was your experience that the limiting thought no longer had an emotional pull by Step 4?
5. With your worksheet can you see how the external experience of life was determined by the internal experience?

Inform students that **LESSON 7 IS ESSENTIAL IN UNDERSTANDING FULLY THE SEJ PROCESS**. Giving them the opportunity to ask questions about their SEJ practice, obtain any practice corrects or go through their own personal SEJ Worksheet if they have any unanswered questions. Also see Additional Resources in Lesson 7 for information on attending additional SEJ Practice Workshops.

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.

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.