

Lesson 1. LESSON PLAN: PLEASE MAKE CHANGES FOR THE APPROPRIATE DATE AND TIME FOR YOUR SETTING.

Course Title: Lesson 1. An Introduction to the SEJ Process	
Duration: 60 mins	Date: TBC
Time: TBC	
<p>Health and Safety Considerations: Prior to training the SEJ Trainer/Facilitator/ Educator must ensure to familiarise themselves with the settings health and safety guidelines and procedures. Which should include but not limited to knowledge of fire procedures, exits, testing of fire alarms, toilet facilities, and first aid availability. These should be supplied by the setting prior to training and relevant information presented to the students before training begins.</p> <p>Students need to have enough space to ensure privacy with their written work, equally to be able to interact with other students easily.</p> <p>Equal Opportunity Issues: (such as language differences)</p> <p>The SEJ is a popular BAME training event therefore prior to training the SEJ Trainer/Facilitator/ Educator must ensure to be aware of any equal opportunity issues to include language differences and catering for special educational needs.</p> <p>To ensure we can cater for the audience needs, we advise completing the SEJ Training Information Pack. This will enable your contact at the SEJ organisation to gain an understanding of your settings requirements and expectations.</p>	
Aim of the course:	
Students will learn: <ul style="list-style-type: none"> • The importance of 'staying mentally healthy'. • What the SEJ Process is. • Personal 'blocks' in all areas of life. 	
Obj. No.	Learner Objectives
	<i>By the end of the session, participants will be able to:</i>
1	See how the SEJ can be used as a tool to 'stay mentally healthy'.
2	See and begin to explore how the SEJ can work for them in all areas of their life.

3	Begin to gain an understanding of the power of their thoughts and emotions in realising their full potential in all areas of life.

Time	Obj.No. / Content	Trainer Activity	Learner Activity	Resources	Assessment
4 mins	Welcome and Introduction, Setting Ground rules. Introduce lesson aims and objectives	Introduce Trainer Discuss aims and objectives	Q&A Listening	PowerPoint Slide 1 Pre-recorded video 'SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording'	Tutor observation, Q&A
10:48 mins	1. Presentation of the topic	Presentation	Listening Writing notes and contribution Q&A	PowerPoint Slides 3,6,9-11 Pre-recorded video 'SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording'	Q&A
4 mins	2. Exercise 1. Areas of Life Pie Chart	Introduce and explain the exercise	Listening Complete the exercise	PowerPoint Slide 12 Exercise sheet: Lesson 1 Exercise 1 Areas of Life Pie Chart	Completed exercises Q&A
6:39 mins	1.Presentation of the topic.	Presentation	Listening Writing notes and contribution Q&A	PowerPoint Slides 14,16 Pre-recorded video 'SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording'	Q&A

5mins	3. Exercise 2 Areas of Life Thoughts	Introduce and explain the exercise	Listening Complete the exercise	PowerPoint Slide 17 Exercise sheet: Lesson 1 Exercise 2 Areas of Life Thoughts	Completed exercises Q&A
9:34mins	1.Presentation of the topic.	Presentation	Listening Writing notes and contribution Q&A	PowerPoint Slides 18,19,21,22 Pre-recorded video 'SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording'	Q&A
5 mins	3. Exercise 3 What limits us?- class or groups discussion	Introduce and explain the discussion exercise. Divide into groups	Listening Complete the exercise by participation and discussion	PowerPoint Slide 23 Exercise sheet: Lesson 1 Exercise 3 What Limits Us?	Completed exercises Q&A Tutor observation
3:51mins	1.Presentation of the topic.	Presentation	Listening Writing notes and contribution Q&A	PowerPoint Slides 24,25, 27,29 Pre-recorded video 'SEJ Training – Lesson 1: An Introduction to the SEJ Process video recording'	Tutor observation
5 mins	Plenary	Oral assessment plenary	Listening Participation and contribution Q&A	PowerPoint Slides 27	Tutor observation oral assessment with show of hands