

Lesson 3 - 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 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
- Flip chart paper (For exercise 2 if done as a group exercise)
- Art paper (blank)
- Glue
- Magazines (encourage students to bring magazines from home)
- Scissors
- Pens / Pencils
- Paper / Exercise Books
- Piece of art to explain the meaning of 'contemplation' in Exercise 2
- 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 3: Empowered by the Truth video recording
- Lesson 3 Exercise 1 Sitting in Silence Practice
- Lesson 3 Exercise 2. Being Extraordinary
- [Link for 'Becoming Seekers of Truth National Youth Day' - Sadhguru](https://youtu.be/IX-s0evYaLs)
<https://youtu.be/IX-s0evYaLs>

NB: We seek to find a wide range of powerful and relevant teachings from a variety of sources which encompass an inclusive curriculum reflecting the diversity of modern student population.

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 3: Empowered by the Truth 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. (13:40 minutes)
5. Pause video at Sadhguru 'Becoming Seekers of Truth National Youth Day' and play YouTube video. (Video time 5:44)
6. Re-start video. (14:17minutes)
7. Pause video at the end of the Sitting in Silence practice and complete Exercise 1. Sitting in Silence Practice questions 1-6 (Exercise time 3 minutes).
8. Re-start video.(7:22 minutes)
9. Pause video at Exercise 2 Being Extraordinary (Exercise time 4 mins). **If you do not have time this exercise can be set as homework.**

10. Re-start the video to the end of the presentation. (2:38 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 59.01 minutes (includes lesson introduction and plenary)

Early Finish

If the lesson finishes early, you can encourage students to elaborate on the 'Being Extraordinary' Exercise with the use of additional media and create a vision board.

Plenary – 5 mins

Lesson Summary: *"To be extraordinary you must go beyond the mind and access Truth".*

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. Why do you think you must access Truth to be extraordinary?
2. The 'Truth' is within every one of us, did you find your Truth today?
3. The SEJ Process enables us to access this 'Truth', are you eager to find out more?
4. We can all achieve extraordinary things; do you believe this?

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.

- Additional Video Sitting in Silence Practice Instruction Video can be accessed to support students in developing this skill. The video has an open ending (time 4:40 minutes), students can finish when they feel to, preferably continue for a further 11 minutes).
- A [Sitting in Silence SEJ Practice Worksheet](#) is available to support students / educators in a daily sitting in silence practice.
- Sitting in Silence Practice Tips.
- Sitting in Silence Practice Instructions.
- Gandhi Rap
 - a) Educator can pass on the link for 'The Gandhi Rap - be the change u want to see' <https://youtu.be/1Qd-fAnHjPg>.
 - b) This Rap inspires students in achieving their full potential from Truth.
 - c) Gandhi was once ordinary but went on to achieve extraordinary things.
 - d) N.B. This is not a religious teaching, it's to inspire the audience to consider that whatever their beliefs/religion we are all 'one' when we access our Truth. It is inclusive in terms of the curriculum bringing together people from all diverse backgrounds.