



You can use the SEJ process anytime, anywhere...

You can use the SELF Empowerment Journey (SEJ) Process anytime, anywhere with any situation to bring forth your empowerment, to take charge of your life no matter what the current situation, enabling you to reach your full potential in every moment.

SEJ Process Training Guide for Education

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SEJ Process Training Guide

Introduction

The SEJ organisation provides a Psychoeducational Wellbeing process which is used in educational settings in support of empowering students and their mental health, encouraging them to 'stay mentally healthy'. We have been developing mental health and wellbeing support in primary, secondary, and Higher Educational settings throughout the UK.

We have created a PSHE Association informed Wellbeing Process for education based on our own research, the DfE's Statutory RHE guidance, PSHE Association Programme of Study for PSHE Education for secondary education; University Mental Health Charter, proposed Student Mental Health Bill and Stepchange: Mentally Healthy Universities for HEI.

Our Psychoeducational Wellbeing process known as The Self Empowerment Journey (SEJ) is now being delivered to educational settings, with the option to independently implement the programme into the setting or employ a qualified SEJ Trainer or Facilitator to provide training and additional support.

Research and the SEJ Process

Research undertaken at Kingston University brought awareness of the absence of appropriate life skills to empower students with their mental health through wellbeing provision during their educational career. Using the data collated we have further developed the training which is a series of lessons based upon a journey of Self Empowerment. The SEJ Process is mapped against, and directly relates to, the Mental Health and Wellbeing strand of the statutory guidance outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance (2019). The SEJ Process equally touches upon all aspects of the statutory guidance and principles of good practice for Higher Education too.

This process is designed to enhance a student's ability to self-manage by giving them the skills to address their own wellbeing and mental health, enabling them to 'stay mentally healthy'. Including problem solving skills, developing emotional awareness, and dealing with stressful thoughts which lead to limiting repetitive behaviours and actions.

Developing resilience through self-awareness and self-regulation is a key component of the wellbeing process, whilst at the same time building confidence. The process aims to educate students of their own ability to empower themselves, which automatically leads them to practice the '5 Steps to Mental Wellbeing' as developed by the New Economics Foundation and given as guidance by the NHS.

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HEI Lesson Plans

Each lesson has a lesson plan, supporting pre-recorded PowerPoint presentation and the resources staff/lecturers need to deliver the lessons. These include, creative activities, group discussion, pair work and individual self-reflective exercises.

Each lesson is designed to be delivered within 50-60 minutes. The timings are given on each lesson plan. It is highly recommended that you allow the full 60 minutes to run the lesson, however if this is not possible grouping the lessons together into 2-hour time slots would enable you to manage timings better. We have SEJ Facilitators that can support you with preparing for your lessons.

There are 4 core lessons which provide a foundation for learning the SEJ Process. The first lesson covers the introduction to the SEJ process sharing how and in what way the SEJ Process can empower the students. The subsequent lessons cover key points that students need to understand and build upon as a foundation to apply this life skill as a self-management tool. Lessons 5 and 6 provide an opportunity to learn and practice the SEJ Process through the SEJ Worksheet and are run over 2 consecutive lessons. The final lesson is a live online or in-person workshop run by a qualified SEJ Trainer giving students the opportunity to ask questions about their practice, obtain practice corrections and further practice the process.

To benefit fully from this series of comprehensive SEJ lessons and all associated exercises it is important that the lessons 1-7 are delivered in sequence, rather than mixed. All lessons have been carefully planned and designed for the students to gain full and maximum understanding of the power and effectiveness of the SEJ Process to 'stay mentally healthy'.

It is expected and indeed would be of best practice for students to attend every lesson. However, in case of unexpected, mitigated absences we recommend that students have the opportunity to catch up in your educational setting, particularly where lessons and exercises carry over from one lesson to another e.g., Lesson 1 and lesson 2 exercises are linked.

It is recommended that the teaching materials, including the recorded video presentations and the exercises are made available for catch up purposes on timed schedule through your Course Management System. However, it should be noted that there will be no educator to facilitate these lessons and therefore, students will need to access the exercises and work through them independently. A full explanation on how to complete the exercises can be found on the exercise worksheets.

Students should be directed to the Additional Resources which can be made available on your Course Management System or printed out if preferred. Handouts for the lessons must however be printed and given to the students as well as being placed on the Course Management System.

These lessons relate to the following principles of good practice, non-statutory guidance for universities:

1. The University Mental Health Charter
2. Stepchange Mentally Healthy Universities
3. Student Mental Health Bill

See Resources: Principles of good practice and non-statutory guidance for universities for information on how we referenced the non-statutory guidance in relation to each lesson.

Attendance Certificate: SEJ Mental Health and Wellbeing Awareness

We are happy to provide an attendance SEJ Mental Health & Wellbeing Awareness certificate template to the setting, it must be completed and distributed to students by the educator. Only students who have completed the full course can receive a certificate.

This certificate will support students with job applications showing development of soft skills as well as mental health awareness.

See SEJ Education Transition and Employability presentation on www.staymentallyhealthy.org.uk for information on transitioning into employment.

Ongoing Support Available

If you have an onsite qualified SEJ Consultant* they can support the students, or students can gain free independent support through the SEJ Practice Support Group (a closed private Facebook group for active students). They can also pay privately to join weekly SEJ Practice Workshops, unless your setting offers these as part of their training plan, (see SEJ Practice Workshops Information and Ongoing Support Available leaflets found in lesson 7) or visit <https://www.staymentallyhealthy.org.uk/sej-practice-workshops> for more information.

SEJ Consultant and Trainer*: A member of your staff can train to become a qualified SEJ Consultant or SEJ Trainer: details can be found under *'Training opportunities for staff'* in the SEJ Process Training Information Pack or via the SEJ Education website www.staymentallyhealthy.org.uk

Lesson Plan Delivery

In the next section you will find all the information and resources needed to deliver the SEJ lessons in your setting. Prior to the lessons you will be provided with the SEJ video recordings for all lessons, as well all the required resources and exercises.

The SEJ video for pre-recorded training, and associated exercises for each lesson should be uploaded onto your Course Management System, e.g., Moodle/Canvas. Equally if you are a member of the SEJ, you can access these materials from your members area under HE Teaching Materials.

Live Training - SEJ Qualified Trainer

For live online or in-person training a qualified SEJ Trainer can be invited to teach from the SEJ Organisation. Or if your setting has a SEJ Trainer* onsite, they can run the lessons independent of the SEJ organisation if they are qualified to teach these lessons. Some aspects of the live training can be covered by the educator should they wish to, for example the Learning Objectives and Outcomes. Please discuss this with the SEJ Trainer. SEJ Trainers follow the same lesson plans and guidelines as pre-recorded training (see below).

Pre-recorded Training – Educator/Staff/ SEJ Facilitator

For the pre-recorded training you can contact the SEJ organisation and request a SEJ Facilitator to support or run the lessons. Equally a member of staff or educator can run the lessons or work in conjunction with the SEJ Facilitator. The educator/staff member does not need to be a qualified SEJ trainer as all instructions for the lesson are given in the lesson plans. These can be found under section: *Pre-recorded training instructions - Educator/staff / SEJ Facilitator*

It is advisable that the educator/staff teaching the lessons watch the recorded SEJ videos prior to the lessons taking place so that they are:

- a) Familiar with the content.
- b) Better able to support their students.
- c) Aware of what will be covered in each lesson.
- d) Better able to consider sensitivities and prior knowledge about specific student's circumstances, which may be triggered by the content in the lesson.

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.

Equal Opportunity Issues

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.

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.

SEJ Consultant and Trainer*: A member of your staff can train to become a qualified SEJ Consultant or SEJ Trainer: details can be found under *'Training opportunities for staff'* in the SEJ Process Training Information Pack or via the SEJ Education website www.staymentallyhealthy.org.uk

Lesson Plan: Lesson 1. An Introduction to the SEJ Process

Lesson Introduction

This lesson provides a foundation to learning the SEJ process, encouraging students to look at all aspects and areas of their life. As well as gaining an understanding of why it is important to 'stay mentally healthy'.

In this lesson we will cover the following:

1. Introduce you to the Self Empowerment Journey – SEJ Process.
2. The SEJ as a Psychoeducational solution focused, evidence-based, therapeutic process, where you learn how to work with the mind.
3. An introduction as to why the SEJ will enable you to 'stay mentally healthy'.

This lesson provides an introduction and foundation to learning the SEJ.

Learning Aims:

Students will learn:

- The importance of 'staying mentally healthy'.
- What the SEJ Process is .
- Personal 'blocks' in all areas of life.

Learning Objectives:

Students will be able to:

- See how the SEJ can be used as a tool to 'stay mentally healthy'.
- See and begin to explore how the SEJ can work for them in all areas of their life.
- Begin to gain an understanding of the power of their thoughts and emotions in realising their full potential in all areas of life.

Key Message for lesson 1

"You are NOT limited by people, events, or life. You are only ever limited by your thoughts about people, events, or life."

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).

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 Areas of Life Pie Chart

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. This exercise will give students the awareness of areas of their life where they are seeking to reach their full potential.
2. Doing this exercise can help students to see areas that require their attention that they may not consciously be aware of. Becoming self-aware is the first step in becoming Self Empowered.
3. Students will need to refer to this exercise when completing exercise 2.
4. Here are some examples in each area of life if anyone needs more support:

Finances: Money worries, paying rent/books/hobbies, paying loans/mortgage
 Dreams/Purpose: Dreams/ambitions/career change/looking for purpose in life.
 Education/studies: Transition to HEI/degree progression/exam passing/desire to leave.
 Health, wellbeing, mental & physical health: stress/anxiety/overthinking/depression
 Jobs/ Career: Part time jobs/balancing job and University life/applying for promotion.
 Relationships/Friendships: difficulty making friends/family pressures/partners.

Exercise 2 Areas of Life Thoughts

1. It is essential to help the students make the link between the non-shaded areas of their pie chart and thoughts which are positive and limitless. As well as the shaded areas corresponding to thoughts which are limited and negative.
2. This exercise will be referenced in Lesson 2. Exercise 1 and therefore students must keep their exercise sheets.

Exercise 3 What Limits Us?

1. Hold a class or small group discussion on what student's believe limits them, is it life events, people, people's actions, other?
2. To support you may wish to ask for a show of hands for life events, people, people's actions, and list any other ideas.
3. You can use a white board to write down students' ideas.
4. Below are some suggestions to help with student interaction:
 - a. My parent's expectations limit me.

- b. I have too much to do.
- c. I don't have the time.
- d. People limit me.
- e. My health limits me.

Students' Exercises for Different Abilities

Exercise 1 Areas of Life Pie Chart

1. Advancing: Students can look at all areas of their life.
2. Developing: Students can focus just on one or two areas of life.

Exercise 2 Areas of Life Thoughts

1. Advancing: They can repeat this exercise for 3 or more areas of their life.
2. Developing: They can complete for 1 area of their life or more if able.

Exercise 3 What Limits Us?

1. All students can participate to the best of their ability, supported by the group/class.

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.

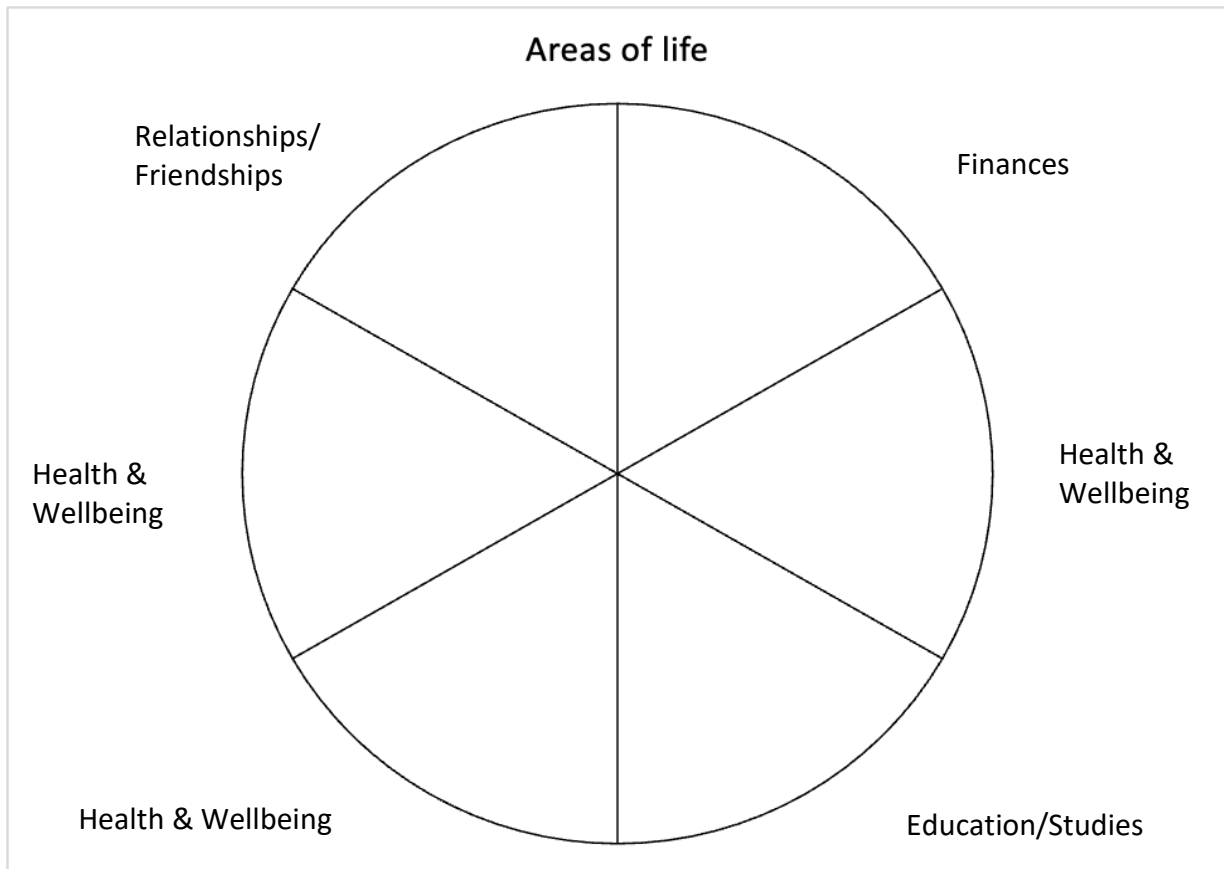
Show an example of the SEJ Mental Health & Wellbeing Awareness Certificate to encourage students to attend all lessons. The certificate is only given to those who have completed the full training.

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.

Lesson 1. Exercise 1. Areas of Life Pie Chart



Exercise Instructions: This exercise will give you an insight into the areas of your life where you have yet to reach empowerment, your full potential. Areas that the SEJ Process can help you with.

Shade in any areas of the pie chart where you feel you are NOT realising your full potential.

E.g.

1. If you have concerns about your studies, or passing your exams then shade in Education/Studies.
2. If you have money worries, need a job to get through university, or struggling to pay your bills, then shade in Finances.

Student Notes: Keep this exercise as you will need to refer to it for Exercise 2.

Lesson 1. Exercise 2. Areas of Life Thoughts

Exercise Instructions: Task 1. Choose just one area of life that is shaded and write out a thought and emotions (feelings) about this area. E.g.:

Example:

Area of life: Relationships/Friendships

Thought: I don't make friends easily

Emotions: sad, upset, angry (others?)

Area of life:

Thought:

Emotions:

You can continue with other areas of life if time allows or as homework.

Area of life:

Thought:

Emotions:

Area of life:

Thought:

Emotions:

You can complete task 2 if time allows or as homework.

Task 2. Now notice your thoughts about areas of your life that you are satisfied with. List these thoughts and emotions e.g.:

Area of life: Education/Studies

Thought: My tutor is really nice

Emotions: happy, jolly, peaceful.

Area of life:

Thought:

Emotions:

Area of life:

Thoughts:

Emotions:

Area of life:

Thoughts:

Emotions:

Student Notes:

1. Keep this exercise as it will be required for Lesson 2.

Lesson 1. Exercise 3. What Limits Us?

Lesson Key Message:

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

Exercise Instructions:

The key message states that we are not limited by anything or anyone other than our own thoughts. However, your thoughts and experiences may tell you otherwise.

For this exercise I would like you to consider deeply is it true that life limits you? Do you agree or disagree with the key message? If you disagree why? If you agree why? What are your thoughts here?

As an individual, small groups or class discuss/contemplate these questions, and see if you can reach a deep awareness within yourself of the truth that you are only ever limited by your own thoughts.

Note your individual or group/class ideas below:

Lesson Plan: Lesson 2. Breaking the Cycle of Suffering - Happiness is the Key to Life

Lesson Introduction

When we believe our stressful thoughts, we suffer! This lesson shows us that what we choose to think about daily will define our level of happiness and success. How we unconsciously replay thoughts that cause us to live out a limited version of ourselves. In this lesson we will share with you why we unconsciously react when we believe a thought, and how the SEJ can break the cycle of suffering enabling us to live an empowered life.

In this lesson we will cover the following:

1. What is your goal, happiness, or suffering?
2. What takes us away from happiness?
3. Why we identify with our thoughts.
4. What happens physiologically and psychologically when we believe our thoughts.

This lesson provides a foundation to learning the SEJ process.

Learning Aims:

Students will learn:

- How and why our thoughts about life events cause us to suffer.
- Why we identify with our thoughts.
- What happens physiologically and psychologically when we believe our thoughts.
- The cycle of suffering.

Learning Objectives:

Students will be able to:

- Gain awareness of their limiting thoughts.
- Begin the journey of self-enquiry.
- Experience how their thoughts and emotions determine the choices they make.
- See how Einstein broke the 'cycle of suffering'.

Key Message for Lesson 2

"What we choose to think about daily will define our level of happiness and success."

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 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
- Flip chart paper (For group exercise)
- Pens / Pencils / Coloured marker pens
- 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. Please ensure to download all exercises and any other relevant materials prior to the lesson.

- SEJ Training – Lesson 2: Breaking the Cycle of Suffering - Happiness is the Key to Life video recording.
- Lesson 2 Exercise 1 My thoughts determine my choices.
- Lesson 2 Exercise 2 Einstein’s Quote.

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 2: Breaking the Cycle of Suffering - Happiness is the Key to Life 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. (7:34 minutes)
5. Pause video at Exercise 1 ‘My thoughts determine my choices’ (Exercise time 12 minutes).
6. Re-start the video. (10:24 minutes)
7. Pause video at Exercise 2 ‘Einstein’s Quote’ (Exercise time 10 minutes).
8. Re-start video to the end of the presentation. (1:12 minutes)
9. See:
 - a. Exercise Support and Tips
 - b. Students’ Exercises for Different Abilities
 - c. Early Finish
 - d. Plenary (5 mins)
 - e. Additional Resources.
10. Lesson Time: 50:10 minutes (includes lesson introduction and plenary)

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 My Thoughts Determine My Choices

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. Using Lesson 1 Exercise 2 Area of Life Thoughts sheet complete Lesson 2 Exercise 1 My thoughts determine my choices. If a student did not complete Lesson 1 Exercise 2, they can simply choose thoughts from any life situation that cause them to suffer.
2. Ask students to choose one of the thoughts from Task 1 and write it in Task 2, then complete Task 3.
 - a. 'How would I feel, would I be happier without this thought?' Here you are asking the students to notice the difference in their emotions (feelings) if they did not have the thought.
 - b. 'What might my life look like without this thought?' Here you are asking the students to see how their life may be different without the negative thought.
 - c. 'What action's do I take when I believe this thought?' – Here you are asking the student to consider their limiting actions when they believe limiting thoughts.
 - d. 'How might my actions be different if I didn't believe this thought?' – Here you are asking the students to consider the difference in their actions when they no longer believe the limiting thought.
 - e. 'Who would I be without this thought?' Here you are asking the students to consider how they (as a person) could be different without this thought.
3. If the students finish early, they can pick another thought and go through tasks 2 and 3 on the exercise sheet again.

Exercise 2 Einstein's Quote

1. This is a Group work/Whole Class Activity of mixed ability.
2. Individuals can also do this exercise.
3. In small groups of 3 or 4 or as a whole class (depending on the size of the class), ask students to discuss with the group, Einstein's quote:
 - a. ***"We cannot solve our problems with the same thinking we used when we created them."***
 - b. Look at what they feel this quote means in relation to their thoughts in Lesson 2 Exercise 1. Task 1.
4. Encourage the students to write the group's answers on flipchart paper or a white board, or in their workbooks/exercise worksheet provided if they feel the subject matter is too personal.
5. Examples:
 - a. We need to change our thinking.
 - b. The quote implies our thoughts create the problem.
 - c. We suffer our thoughts.
 - d. Changing our thinking resolves the problem.
 - e. We don't change the outside situation; we change our own thinking.

- f. Your behaviours are linked to your thoughts, and if you keep thinking the same way the problem will continue.
- g. Only you can change your thoughts, only you can stop the cycle of suffering.
- h. To be happy you need to stop your repetitive self-defeating thoughts.

Students' Exercises for Different Abilities

Exercise 1 'My Thoughts Determine My Choices'

1. Advancing: Students can repeat the exercise for all thoughts they have transferred from Lesson 1. Exercise 2.
2. Developing: Students can do as many as they feel able to do.

Exercise 2 'Einstein's Quote'

1. Advancing and Developing Students can work together to explore the quote in relation to their own thoughts listed in Lesson 2 Exercise 1.

Early Finish

If the lesson finishes early, you can encourage students to revisit Exercise 1. My thoughts determine my choices Tasks 2 and 3.

Plenary – 5 mins

Lesson Summary: *"What we choose to think about daily will define our level of happiness and success."*

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 why we 'suffer' when we believe our thoughts?
2. Your behaviours are linked to your thoughts, and if you keep thinking the same way the behaviour will repeat, has anyone ever experienced this?
3. Do you realise that only you can change your thoughts, only you can stop the 'cycle of suffering'?
4. Are you looking forward to stopping your repetitive self-defeating thoughts?

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

Give 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.
- Poster available: John Lennon Quote “When I was 5 years old...” for display in classroom.

Lesson 2. Exercise 1. My Thoughts Determine My Choices

Lesson Key Message:

When we believe our stressful thoughts, we suffer!

We unconsciously replay thoughts that cause us to live a limited version of ourselves.

We never suffer life, only our thoughts about life. This lesson shows us that what we choose to think about daily will define our level of happiness and success, that we are all meant to live more than an 'OK' life.

Exercise Instructions:

This exercise enables you to experience how your thoughts and emotions determine the choices you make, and your experience of life, self, and others, leading to happiness or suffering.

Task 1. Transfer the thoughts you had from Lesson 1 Exercise 2 Task 1. Areas of Life Thoughts below.

Task 2. Choose one of the above thoughts and write it out here.

Task 3. Once you have chosen your thought contemplate the following:

How would I feel, would I be happier without this thought?

What might my life look like without this thought?

What action/s do I take when I believe this thought?

How might my actions be different if I didn't believe this thought?

Who would I be without this thought?

Student Note: If you have completed Task 3 with one thought, you can pick another limiting thought and go through the questions again.

Lesson 2. Exercise 2. Einstein's Quote

Lesson Key Message:

When we believe our stressful thoughts, we suffer!

We unconsciously replay thoughts that cause us to live a limited version of ourselves.

We never suffer life, only our thoughts about life. This lesson shows us that what we choose to think about daily will define our level of happiness and success, that we are all meant to live more than an 'OK' life.

Exercise Instructions:

Einstein's Quote can be completed as a whole class discussion, group work or individually.

Taking Albert Einstein's quote from the video you have just watched:

"We cannot solve our problems with the same thinking we used when we created them."

As an individual, or in small groups of 3 or 4 contemplate/discuss this quote and what you feel this quote means in relation to your own thoughts in Lesson 2. Exercise 1. Task 1.

Note your individual or group ideas below:

Lesson Plan: Lesson 3. Empowered by the Truth

Lesson Introduction

In this lesson you will learn about the unique part of you that is often unrecognised when we look at empowerment and reaching our full potential. Sharing with you examples of empowered individuals who have realised 'Truth'.

In this lesson we will cover the following:

1. Becoming empowered by the Truth.
2. Empowered individuals.
3. What is Truth?

This lesson provides a foundation to learning the SEJ process.

Learning Aims:

Students will learn:

- What Truth is.
- How to live an extraordinary life.
- A meditation technique.

Learning Objectives:

Students will be able to:

- Understand how 'Truth' empowers them to reach their full potential.
- See the role 'Truth' plays in the SEJ Process.
- Meditate to access Truth.

Key Message for lesson 3

"To be extraordinary you must go beyond the mind and access Truth".

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>

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)

Exercise support and tips

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

Video: Sadhguru 'Becoming Seekers of Truth National Youth Day'

1. Educator to play 'Becoming Seekers of Truth National Youth Day'. <https://youtu.be/IX-s0evYaLs>
2. The purpose of the video is to inspire students to seek 'Truth' and go beyond their thoughts in realising their full potential.

Exercise 1 Sitting in Silence Practice.

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. The Sitting in Silence practice is given by Mary in the video presentation. The length of the practice including instructions is 8:30 minutes. 6:30 minutes are instructions with an additional 2 minutes of silence.
2. Hand out exercise sheet Lesson 3 Exercise 1 Sitting in Silence Practice after the video presentation for students to keep or paste into their exercise books.
3. Ask the students to answer questions 1-6. Their answers can be used to reflect upon their success at sitting in silence and be a guide for their future practice.
4. The Sitting in Silence Verbal Instruction Video is available as a separate video to support you and students if required.

Exercise 2 Being Extraordinary

1. Hand out exercise sheet Lesson 3 Exercise 2 Being Extraordinary – you may need extra blank sheets of paper if various media is used, you may for example encourage students to create a vision board if time allows.
2. If there is not enough time to create a vision board, please encourage students to do this at home.

3. This exercise will enable the students to sit in silence and contemplate Truth in relation to the extraordinary things they can achieve in life.
4. Ask students to sit in silence to do the exercise, you may wish to talk them through the Sitting in Silence practice again.
5. Describe to the students what it means to contemplate as found on Exercise 2 *'To contemplate is akin to looking at a piece of art, not thinking but taking it in as you gaze at the art.'* You can even get them to do this with a piece of art positioned in the classroom.
6. Ask the students to contemplate the question 'what extraordinary things do you feel you could achieve in life?'
7. Ask the students to write their insights on their exercise sheet under the title 'My Extraordinary Life.'

Students' Exercises for Different Abilities:

Exercise 1 Sitting in Silence Practice

1. Advancing students can be placed with Developing students to complete the exercise as a group and share their experiences if appropriate.

Exercise 2 Being Extraordinary

1. Advancing students may be encouraged to write more.
2. Developing students may prefer to show their work with various media. Use of drawings, cutting out images in magazines and written words can all be used to represent their 'My Extraordinary Life' story.

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-fAnHiPg>.
 - 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.

Lesson 3. Exercise 1. Sitting in Silence Practice

Exercise Instructions: Do the Sitting in Silence Practice, afterwards answer questions 1-6. The Sitting in Silence Verbal Instruction Video is available to support you if required.

1. Sitting in Silence Practice Instructions

- Sit with a straight spine in a comfortable position on a chair or floor.
- Close your eyes.
- Palms of your hands facing upwards on your lap, this makes you more open and receptive.
- Tilt your head slightly back until your focus naturally finds the centre between your eyebrows above the nose.
- Put your focus on the breath, focussing on the in and out of your breath, just noticing your breathing, you are not altering your breathing.
- You may notice thoughts come,
 - don't engage with your thoughts.
 - don't add any new thoughts either.
 - simply let them come and go.
- If you find you've lost yourself in thoughts, as soon as you notice, put your focus on your breath again.
- The moment you notice you are lost in thought you are conscious.
- Sit in silence for 11 minutes. The time can be adapted depending upon students and time restraints.
- Become aware of your physical body.
- Gently open your eyes when you are ready.

Questions 1-6

1. Did the sitting time go quickly, slowly? Or was there no concept of time?

2. Estimating, how long before you became lost in thought?

3. Estimating, how many times did you get lost in thought?

4. Estimating, how long were you engaged with each thought?

5. Were your thoughts varied or did you latch onto one or two thoughts?

6. How did you feel doing this practice?

Lesson 3. Exercise 2. Being Extraordinary

Exercise Instructions: Sit in silence and contemplate the following question:

To contemplate is akin to looking at a piece of art, not thinking but taking it in as you gaze at the art. In this instance you gaze at the thought 'what extraordinary things do I feel I could achieve in life?' whilst following the Sitting in Silence Practice.

Bring your awareness back into the room and write your insights below under the title 'My Extraordinary Life'.

Lesson Plan: Lesson 4. Mechanics of your Being

Lesson Introduction

In this lesson you will learn how we as human beings' function and how our thoughts influence our emotions and actions. Understanding how this all fits together, with the introduction of a 4th body, which Einstein calls 'Truth', we will very quickly see what is stopping each of us from reaching our full potential, being happy and fulfilled, and performing at the highest level.

In this lesson we will cover the following:

1. How the mental, emotional, physical, and spiritual work together in bringing forth empowerment.
2. 'Truth' as a guiding force.
3. Emotional Monitoring.

This lesson provides a foundation to learning the SEJ process.

Learning Aims:

Students will learn:

- Why we experience mental, emotional, and physical breakdown.
- The SEJ model the 'Mechanics of your Being' understanding how the mental, emotional, physical, and spiritual work together in bringing forth empowerment.
- The range of emotions they can experience in any one day.

Learning Objectives:

Students will be able to:

- Become aware of a range of emotions and their link to realising potential.
- Become more conscious to their mind (thoughts), bodily sensations, emotional reactions, and 'Truth'.
- Understand their own limiting thoughts and how these impact upon their behaviours.

Key Message for lesson 4

"The body, mind and emotions are simply 'tools' within which Truth (You) expresses its SELF. Once you know this deeply the need to self-manage becomes irrelevant".

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
- 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 4: The Mechanics of your Being video recording
- Lesson 4 Exercise 1. Exercise 2 Four Bodies and Four Bodies Examples
- Lesson 4 Exercise 2. Hourly Emotion Monitoring

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

1. Access the PowerPoint video SEJ Training - Lesson 4: The Mechanics of your Being 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.(4:26 minutes)
5. Pause video at Exercise 1 The Four Bodies (Exercise time 10 mins).
6. Restart the video.(15:05 minutes)
7. Pause video at Exercise 2 Hourly Emotion Monitoring (Exercise time 9 mins).
8. Re-start video to the end of the presentation (2:29 minutes)
9. See:
 - a. Exercise Support and Tips
 - b. Students' Exercises for Different Abilities
 - c. Early Finish
 - d. Plenary (5 mins)
 - e. Additional Resources.
10. Lesson Time: 50:00 minutes (includes lesson introduction and plenary)

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 Four Bodies

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. Educator to hand out:

- a. Lesson 4 Exercise 1 Four Bodies
 - b. Four Bodies Examples
2. See Four Bodies Examples Worksheet to understand how to complete this exercise. This exercise will enable your students to see how the four bodies work in relation to the thoughts they believe and will support in understanding the 'Mechanics of your Being'.
 3. Lesson 4 Exercise 1 Four Bodies: Ask students to tick any thoughts that resonate with them under the first column on the exercise sheet, headed 'Thoughts'.
 4. Once a thought has been ticked, ask the students to become aware of and write in the column the emotions triggered within them by the thought, followed by physical sensations; actions or behaviour and whether they are open or closed.
 5. All four bodies (columns) must be completed before the student moves onto another thought that resonates with them. Remind them to look at the 'Four Bodies Examples' if they are struggling. You can also hand out the following either during this exercise or afterwards to take home.
 - a. Emotional Scale
 - b. Physical Sensations Examples
 - c. Collective Beliefs Examples
 6. Tell students not to rush but really be present and fully engaged with this exercise. It is better to have one or two quality answers where the student has taken the time to notice how the thought makes them feel, behave, act and whether they are open or closed. Rather than twenty ticked thoughts where the student simply 'thinks' about what the emotion, action and Truth body might be. NOTICING NOT THINKING IS KEY HERE.
 7. Encourage the students to sit in silence to 'notice' their 4 bodies.

Exercise 2 Hourly Emotion Monitoring

1. Educator to hand out exercise sheet Lesson 4 Exercise 2 Hourly Emotion Monitoring.
2. Ask students to complete the worksheet based on the previous day, as a reflective exercise. Although the worksheet would normally be completed for the present day.
3. Ask students to recall the previous day and mark, on each hour, on the worksheet with an "X" the dominate emotion they were feeling. E.g., if they were feeling hopefulness and worthy which are at +1 and +2, pick the most dominant of the two and put a cross in that box.
4. Once the exercise is completed join the 'X's together.
5. This exercise will show the students how often their emotions fluctuated and their ability to self-manage. They can link this to the activity they were performing at the time and their thoughts about that activity. They can write this information on the back of the exercise sheet. Anything less than 0, practice the SEJ process (covered in lesson 5 + 6).
6. You can hand out spare worksheets for students to complete over the coming days, to embed their understanding of how their emotional, mental, and physical bodies impact upon each other.

Students' Exercises for Different Abilities:

Exercise 1. Four Bodies

1. For Advancing students they can tick 6 or more and add their own thoughts at the end of the exercise sheet.
2. For Developing students, they can do as many as they are able, a minimum of 3, and add at least 1 thought at the end of the exercise sheet.

Exercise 2. Hourly Emotion Monitoring

1. Advancing students and Developing students can monitor every hour, with Advancing students using a different coloured pen for another day and do a comparison.

Early Finish

If the lesson finishes early, you can encourage students to look at the 'Collective Beliefs Examples' and see if they too hold any of these beliefs.

Plenary – 5 mins

Lesson Summary: *"The body, mind and emotions are simply 'tools' within which Truth (You) expresses its SELF. Once you know this deeply the need to self-manage becomes irrelevant".*

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. Can you see how the past expresses itself through the lower 3 bodies?
2. Did you experience how the True Self expresses through the lower 3 bodies: mind, emotions, and physical?
3. Have you ever experienced a limited version of yourself because of your thoughts?
4. To reach our full potential we need to connect to Truth – do you believe this?
5. Our emotions are a barometer indicating whether we are listening to the True or false self. Did you experience this?
6. There are 4 bodies. We need all 4 bodies to reach our full potential, can you see the truth in 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
- Vibrational Emotional Scale
- Physical Sensations Examples
- Collective Beliefs Examples

Four Bodies Examples

On this example worksheet you will see how when a thought is believed it triggers an emotion and physical sensation, this then leads to an action. The spiritual or Truth body can then be seen as either open or closed, it is closed when the thought believed is limiting.

Thoughts	Emotion/s	Physical Body	Physical Action(behaviour)	Spiritual (Truth)
Thoughts believed	Note emotion/s experienced	Note physical sensations	Note action or behaviour	Note if open or closed
✓ I don't understand	Anxious, worried	Shaky	Withdraw, don't ask any questions	Closed to my tutor and fellow students
✓ I've got to get this right	Panicky, very anxious	Heart racing, tense all over	Take action, but make mistakes, rushing. Over thinking	Closed to inspiration
✓ They are not listening to me	Angry, irritated	Tense, hunched shoulders, furrowed brow	Raised voice, angry tone, glaring, not listening to the group	Closed to the group of people
✓ I'm not good enough to pass	Fear, anxious	Feel sick, sweaty palms	Don't study, eat to feel better	Closed to life
✓ I hate exams / tests	Annoyed, scared	Slumped	Study but don't give it my full attention	Closed to studying
✓ I can't do this it's too difficult	Scared	Feel tired, body feels heavy	Give up, don't make any attempt to even try - go to sleep	Closed to everything
✓ I'm not clever enough	Sad	Crying, frozen	Sit and cry whilst looking at my work	Closed to my abilities, to my friends and colleagues
✓ I can't afford to fail	Worried	Feel sick, legs shaking	Try harder to get it right, but keep getting it wrong	Closed to any 'Truth', locked in my mind
✓ I don't want to admit I have a problem with addiction	Depressed, anxious	Shaking, need to feed the addiction	Find a way to feed the addiction, lie and hurt people	Closed, can only see the addiction nothing else matters
✓ I should get better results than this	Annoyed, irritated, self-righteous	Body stiff, standing up, pacing	Talk about my failure to friends	Closed to everyone, I can only see my point of view
✓ I've got no friends	Upset, sad	Crying	Look at social media, lock self in bedroom	Closed to family and friends.

Lesson 4. Exercise 1. Four Bodies

Exercise Instructions: See Four Bodies Examples Worksheet to understand how to complete this exercise. This exercise will enable you to see how the four bodies work in relation to the thoughts you believe and will support in understanding the 'Mechanics of your Being'.

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> I'm not good enough to pass				
<input type="checkbox"/> I hate exams				
<input type="checkbox"/> I can't do this it's too difficult				
<input type="checkbox"/> I'm not clever enough				
<input type="checkbox"/> I don't understand				
<input type="checkbox"/> I can't afford to fail				
<input type="checkbox"/> I don't want to admit I have a problem with studying/addiction/relationships etc				
<input type="checkbox"/> I should get better marks than this				
<input type="checkbox"/> This is not marked correctly/fairly				
<input type="checkbox"/> I have never done this before; I don't know what to do				
<input type="checkbox"/> I don't want to work with				
<input type="checkbox"/> I don't know how to do the (calculation/report writing/essay etc)				

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> I don't like my fellow students				
<input type="checkbox"/> Why can't they just give me the answers, so I don't have to work this out?				
<input type="checkbox"/> I can't find the answer to this problem				
<input type="checkbox"/> I don't have enough time to complete my daily tasks / work				
<input type="checkbox"/> My parents/partner/family is expecting me to succeed				
<input type="checkbox"/> It's too much pressure				
<input type="checkbox"/> I want to do well for my family / myself				
<input type="checkbox"/> I don't think I can do this				
<input type="checkbox"/> I hate Uni life				
<input type="checkbox"/> I can't cope with the demands of life				

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> I feel stupid when I don't understand				
<input type="checkbox"/> I don't fit in with the rest of the students				
<input type="checkbox"/> This is not what I expected University / School / College / Work to be like, it's too easy/difficult/boring/hard				
<input type="checkbox"/> I am only here because I couldn't think of anything else to do				
<input type="checkbox"/> This is not the way life should be				
<input type="checkbox"/> Everyone else seems to be coping but I am struggling				
<input type="checkbox"/> I miss the freedom of being young				
<input type="checkbox"/> I know I am supposed to be independent, but I wish someone would help me				
<input type="checkbox"/> I don't feel good enough				
<input type="checkbox"/> I feel overwhelmed				

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> I don't know what to do				
<input type="checkbox"/> I don't have enough time				
<input type="checkbox"/> I don't want to do this				
<input type="checkbox"/> I don't get this				
<input type="checkbox"/> I don't want to change				
<input type="checkbox"/> I feel scared				
<input type="checkbox"/> I've got this wrong				
<input type="checkbox"/> It's not fair				
<input type="checkbox"/> I have to work hard to be successful				
<input type="checkbox"/> I've done training like the SEJ before				
<input type="checkbox"/> This training is not for me				
<input type="checkbox"/> I don't need any help				
<input type="checkbox"/> This process won't help me with my problems				
<input type="checkbox"/> I have no problems				

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> I need to know what to do				
<input type="checkbox"/> I worry what other people think				
<input type="checkbox"/> My partner is too demanding				
<input type="checkbox"/> My family expects me to help with their business				
<input type="checkbox"/> I am expected to get married when I graduate but I want to get a job				
<input type="checkbox"/> My family don't approve of my partner				
<input type="checkbox"/> There's too much to do				
<input type="checkbox"/> I don't want to do this				
<input type="checkbox"/> I can't do anything right				
<input type="checkbox"/> I can't be bothered				
<input type="checkbox"/> I don't know what to do when I leave education / this job / with my life				
<input type="checkbox"/> I can't do this				
<input type="checkbox"/> I need to understand				

Thoughts	Emotion	Physical Body	Physical Action (Behaviour)	Spiritual (Truth)
Instructions: Please tick the thoughts you believe	Add emotion/s triggered by the thought	Add physical sensations triggered by the thought	Note action or behaviour triggered by the thought	Note if open or closed to 'Truth' due to the thought believed.
<input type="checkbox"/> Do I have to be honest?				
<input type="checkbox"/> I have no money				
<input type="checkbox"/> I don't have any friends				
<input type="checkbox"/> People don't like me				
<input type="checkbox"/> No-one understands me				
<input type="checkbox"/> I'm right				
<input type="checkbox"/> Add your own thoughts				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Lesson 4. Exercise 2. Hourly Emotion Monitoring

Exercise Instructions: Each hour mark on the worksheet with an “X” the dominate emotion that you are feeling. E.g., if you are feeling hopefulness and worthy which are at +1 and +2, pick the most dominant emotion of the two and put a cross in that box. Once the day is completed join the X’s together. This will show you how often your emotions fluctuate, you can link this to the activity you were performing at the time and your thoughts about that activity, please write this on the back of the exercise sheet. Anything less than 0, practice your SEJ (covered in lessons 5 + 6).

Emotion	Scale	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm
Love, Joy, Passion, Freedom, Euphoria, Bliss, Empowerment	+5															
Happiness, Gratitude, Compassion, Inspired	+4															
Confidence, Open-hearted Serene	+3															
Worthy, Eagerness, At Ease, Light- hearted	+2															
Hopefulness, Acceptance, Encouraged	+1															
Neutral – Silence	0															
Doubt, insecurity, Lonely, Rejection, Disappointment	-1															
Worry, Pessimism, Frustration, Impatience, Irritation	-2															
Anger, Rage, Hatred, Fear	-3															
Sadness, Abandoned, Ashamed, Anxious	-4															
Despair, Grief, Depression, Hopelessness	-5															

Lesson Plan: Lesson 5. The SEJ Worksheet Part 1

Lesson Introduction

Now that you have learnt the 4 core lessons, we are able to share with you the SEJ Process. In this lesson you will learn how to complete the SEJ worksheet beginning with Steps 1 and 2. Using a true-life example including tips and explanations for each step.

In this lesson we will cover the following:

1. Step 1. Self-awareness – noticing the area of concern.
2. Step 2. SELF Regulation – finding the solution to the area of concern.

Learning Aims:

Students will learn:

- How to observe their limiting thoughts and the ‘stories’ their mind tells them.
- How to ‘sit in silence’ as a meditation practice with a chosen limiting thought.
- How the mental, emotional, and physical ‘bodies’ change when self-enquiry begins.

Learning Objectives:

Students will be able to:

- Complete Step 1. of the SEJ Process.
- Complete Step 2. of the SEJ Process.
- Begin their journey of personal responsibility and SELF Empowerment.

Key Message for Lesson 5

“I can change my story any time with the SEJ Process”

Teaching and Learning Process

This is the first 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 two sessions should be kept to a minimum. If students miss Part 1 ensure they have completed Part 1 by accessing the recorded video Lesson 5 The SEJ Worksheet Part 1 via your Course Management System prior to them 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 5: The SEJ Worksheet Part 1 video recording
- Lesson 5 Exercise 1 The SEJ Worksheet Step 1 Template
- The SEJ Worksheet Step 1 Example
- Lesson 5 Exercise 2 The SEJ Worksheet Step 2 Template
- The SEJ Worksheet Step 2 Example
- Sitting in Silence Verbal Instruction Video

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

1. Access the PowerPoint video SEJ Training - Lesson 5: The SEJ Worksheet Part 1 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. (9:05 minutes)
5. Pause video at Exercise 1 The SEJ Worksheet Step 1. (Exercise time 10 mins)
6. Re-Start the video. (9:07 minutes)
7. Pause video at Exercise 2 The SEJ Worksheet Step 2. (Exercise time 8 mins)
8. Re-start video to the end of the presentation. (1:15 minutes).
9. See:
 - a. Exercise Support and Tips
 - b. Students' Exercises for Different Abilities
 - c. Early Finish
 - d. Plenary (5 mins)
 - e. Additional Resources.
10. Lesson time 46:27 minutes (include lesson introduction and plenary)

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 1

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 5 exercise 1 The SEJ Worksheet Step 1 Template with The SEJ Worksheet Step 1 Example. Students can refer to the example worksheet to remind them of how to complete each section.
2. Situation: Ask students to complete the situation with an area of concern in their life. We recommend they do not choose anything too distressing for the exercise. The situation should be one or two lines maximum, anymore and they will have gone into the 'story' too early.
3. Story: Ask the students to complete their story in relation to the situation. Remind the students not to censor their thoughts and to write their story in their own words. Tell the students that nobody else will see their worksheets and they can destroy it after completing the full training if they wish to.
4. Take as much time as is needed to write the story, get everything out on paper. When the student believes they have finished the story ask them to check, are there more thoughts?
5. List your thoughts: Ask students to list the thoughts that grab their attention consider they may:
 - a. Have a strong emotion attached to them.
 - b. Think this thought often in other situations.
 - c. Have repeated the thought several times in this situation.
6. Use a highlighter to highlight the thoughts.
7. Once done, students are to choose just one thought, ensure they understand they cannot choose a wrong thought, as all thoughts listed will be limiting. Simply pick the one they are most drawn to.
8. Four bodies: Ask the students to put their chosen thought through the 4 bodies, they can refer to the worksheet in Lesson 4. Four Bodies Examples to support them.
9. It is essential the students notice (be the observer of) their emotions and physical sensations. Otherwise, they will try to think about what they are feeling emotionally and physically.

Tips:

1. Encourage students to always hand write the worksheets do not use a laptop or other device.
2. Remember the rule: 'one thought one worksheet'.
3. Remember the emotions change for each individual thought within the story and the story as a whole.

4. Only when you believe a thought do you have physiological and psychological reactions.
5. The mind does not know whether a thought is true or not, therefore we do the SEJ.

Exercise 2 The SEJ Worksheet Step 2

1. Hand out exercise sheet Lesson 5 exercise 2 The SEJ Worksheet Step 2 Template with The SEJ Worksheet Step 2 Example. Students can refer to the example worksheet to remind them of how to complete each section.
2. Encourage students to sit in silence with the chosen thought from Step 1. You can talk the whole class through the sitting in silence practice when they have completed Step 1 if required, play the Sitting in Silence Verbal Instruction Video, or simply allow the students to try step 2 for themselves.
3. If any students are struggling, they can Climb the ladder of Truth, remind them it is simply a game of opposites.
4. Ensure the TRUTH RESONATES! Before the student moves onto the next section.
5. Complete again the four bodies as in Step 1, by asking the students to simply notice what is happening in their 4 bodies, not what they think is happening.
6. NOTICING IS KEY TO GOING BEYOND THOUGHTS.
7. **Encourage the students to see how all 4 bodies have completely changed in the positive at Step 2 compared to Step 1, and how empowering this is.**
8. **If the emotional, physical, and spiritual have not changed it is because the student has not accessed Truth, the student needs to do this step again.**

Tips:

1. Step 2 is about creating a space for thoughts to be seen.
2. Don't be afraid of your thoughts.
3. Remember when a thought changes so do the emotions, physical sensations, and behaviours/actions.
4. Remember 'The Truth ALWAYS feels good'.
5. Remember we are looking for Truth NOT a positive thought, because we are going beyond the mind.
6. Every thought is up for questioning.

Students' Exercises for Different Abilities

Exercise 1 Step 1

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

Exercise 2 Step 2

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

Early Finish

If the lesson finishes early, you can encourage the students to practice their sitting in silence. The 'Sitting in Silence Verbal Instruction' video can be accessed for students to view. Or students can review their worksheets.

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

Plenary – 5 mins

Lesson Summary: *"I can change my story any time with the SEJ Process"*.

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. Were you able to experience how the structure of the SEJ Worksheet as experienced so far helps to see the 'story' the mind is telling about the life situation, and how it builds a story from just one thought?
2. Do you understand how to complete Step 1 and Step 2 of the SEJ worksheet?
3. Did you notice the change in the 4 bodies between Step 1 and Step 2 (mind vs. Truth)
4. Can you see how you can address your own limiting thoughts because the answer is within you?
5. Do you understand that you don't need to be afraid of your thoughts and emotions, they are simply tools we express through? We are not our thoughts and emotions.

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 Verbal Instruction Video' can be accessed to support students in developing this skill.

Lesson 5 Exercise 1. The SEJ Worksheet Part 1 Step 1

Exercise Instructions: After watching the video example complete each step in-turn.

SEJ Worksheet Template

STEP ONE: Self Awareness

Situation...

Recall a situation that caused you to suffer, maybe you felt distressed, hurt, angry, sad, disappointed, or upset. Once you have this situation note it here:

The Story...

Write here the 'story' your mind is telling about the situation. It is important you do not censor your thoughts, write them exactly as they appear to you, no matter how dark, petty, unkind, or judgmental they are.

List your thoughts...

Once the story has been written list the thoughts that grab your attention.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

From the above list extract just one thought you would like to work on and put that thought through the 4 bodies.

Mental: The thought I believe is...

Emotional: The emotions I experience when I believe this thought are...

Physical: When I believe this thought my bodily sensations are...

Physical Action: When I believe this thought my actions are...

Spiritual: When I believe this thought I am closed to...

Lesson 5. The SEJ Worksheet Step 1 Example

STEP ONE: Self Awareness

Situation...

Recall a situation that caused you to suffer, maybe you felt distressed, hurt, angry, sad, disappointed, or upset. Once you have this situation note it here:

I have been told that I need to record a 25-minute presentation on a new product that we sell, that is going to be seen and marked by Vice Presidents in the US. I only joined the company 2 months ago. I have been ignoring this email for a month and the VP in the US has just emailed me to say that I'm the only person who hasn't recorded a video presentation.

The Story...

Write here the 'story' your mind is telling about the situation. It is important you do not censor your thoughts, write them exactly as they appear to you, no matter how dark, petty, unkind, or judgmental they are.

Oh my god how am I expected to do this as I've only just joined the company, oh no what am I going to do? I can't do this as I don't know anything about this, and I'm trying to learn the product that I'm working on now. I can't do this; I don't know how, and everyone is going to know that I don't know what I'm talking about – what do I do?

I can't believe they expect me to do this as I'm new. Everyone will know that I don't know what I'm doing, and I don't have the time to learn this new stuff before I present. I'm not good enough to do this.

I cannot believe they are asking me to do this, this is ridiculous!

List your thoughts...

Once the story has been written list the thoughts that grab your attention.

- 1. I can't do this.*
- 2. I don't know how.*
- 3. I don't know what I'm talking about.*
- 4. I don't know what I'm doing.*
- 5. I don't have the time.*
- 6. I'm not good enough.*

From the above list extract just one thought you would like to work on and put that thought through the 4 bodies.

Mental: The thought I believe is...

I can't do this.

Emotional: The emotions I experience when I believe this thought are...

Ashamed, scared.

Physical: When I believe this thought my bodily sensations are...

My body is slumped and tight.

Physical Action: When I believe this thought my actions are...

Ignore the email.

Spiritual: When I believe this thought I am closed to...

I am closed to the task. I am closed to the truth.

Lesson 5 Exercise 2. The SEJ Worksheet Part 1 Step 2

Exercise Instructions: After watching the video example complete each step in-turn.

SEJ Worksheet Template

STEP TWO SELF Regulation

Sit in Silence and greet the thought you believe. Remember as you sit with the thought you stop thinking, in other words you do not run with this thought or add new thoughts to it, you simply remain open, observing the thought with no judgment. In this open state a Truth will rise from within you.

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.

Or...

Climb the ladder of Truth!

List some opposites until a thought resonates with you.

Mental: My Truth is...

Emotional: The emotions I experience when I allow space for this Truth are...

Physical: With this Truth my bodily sensations are...

Physical Action: With this Truth my actions are...

Spiritual: With this Truth I am open to...

Lesson 5. The SEJ Worksheet Step 2 Example

STEP TWO SELF Regulation

Sit in Silence and greet the thought you believe. Remember as you sit with the thought you stop thinking, in other words you do not run with this thought or add new thoughts to it, you simply remain open, observing the thought with no judgment. In this open state a Truth will rise from within you.

Or...

Climb the ladder of Truth!

List some opposites until a thought resonates with you.

___ *I can do this* _____

___ *I must do this* _____

___ *I might be able to do this* _____

___ *I can't do this* _____

Mental: My Truth is...

I can do this.

Emotional: The emotions I experience when I allow space for this Truth are...

Inspired, excited.

Physical: With this Truth my bodily sensations are...

Body is upright.

Physical Action: With this Truth my actions are...

To do the recorded presentation.

Spiritual: With this Truth I am open to...

I am open to the knowing that I can and will complete the task.

Lesson Plan: Lesson 6. The SEJ Worksheet Part 2

Lesson Introduction

Now that you have learnt the 4 core lessons and Part 1 of the SEJ, this lesson will provide you with the final steps of the process. The lesson explains how to complete the SEJ worksheet Steps 3 and 4 continuing with the true-life example, including tips and explanations for each step, and the importance of your commitment in the practice of the SEJ Process.

In this lesson we will cover the following:

1. Step 3. SELF Confidence – gaining confidence in the True Self.
2. Step 4. SELF Empowerment – testing the original thought believed, becoming SELF Empowered.
3. The difference between the internal and external experiences of life.
4. When to practice the SEJ.
5. The practitioner’s commitment.

Learning Aims:

Students will learn:

- The final SEJ Steps to reach SELF Empowerment.
- The difference between the internal and external experience of life.
- When to practice the SEJ.

Learning Objectives:

Students will be able to:

- Complete Step 3. of the SEJ Process.
- Complete Step 4. of the SEJ Process.
- Reach SELF empowerment and live to their full potential in every moment.
- End their suffering of fearful thoughts and painful emotions.
- Take personal responsibility for their own mental health and wellbeing enabling them to ‘stay mentally healthy’.
- Use the SEJ as a transferrable skill.

Key Message for lesson 6

“You’ve got to have a successful internal experience to have a successful external experience”.

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.

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

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.

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.

Lesson 6 Exercise 1. The SEJ Worksheet Step 3

Exercise Instructions: After watching the video example complete each step in turn.

SEJ Worksheet Template

STEP THREE SELF Confidence

We are now at Step 3, and here you quite simply look for **evidence and mirrors** to support your new Truth. These must again rise from within you, they **MUST NOT** come from mind. Simply sit and allow this to happen. A good starting point is to add the word 'because' at the end of the new realised Truth. Remember 'mirrors' are thoughts we project onto others, and so we need to claim them back for ourselves. Mirrors tend to show themselves as you go deeply into the evidence.

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.

Write your evidence and highlight your mirrors here. Add because at the end of the Self Regulation.

Once again, we go through the 4 bodies. This time choose either a Truth from Step 3 or if the most empowering Truth is still the one at Step 2 you can use this one again.

Mental: My Truth is...

Emotional: My emotions are...

Physical: My physical sensations are...

Physical Action: My actions are...

Spiritual: I am open to...

Lesson 6. The SEJ Worksheet Step 3 Example

STEP THREE SELF Confidence

We are now at Step 3, and here you quite simply look for **evidence and mirrors** to support your new Truth. These must again rise from within you, they **MUST NOT** come from mind. Simply sit and allow this to happen. A good starting point is to add the word 'because' at the end of the new realised Truth. Remember 'mirrors' are thoughts we project onto others, and so we need to claim them back for ourselves. Mirrors tend to show themselves as you go deeply into the evidence.

Write your evidence and highlight your mirrors here. Add because at the end of the Self Regulation.

I can do this because I'm a really good presenter and all I need to do is a bit of training on the product and then I can put together a really great presentation.

I can present, I can learn, I've been in IT for 20 years so I do know my stuff, so I am going to use this presentation as a terrific opportunity to show what I CAN do!

I have presented literally 100's of times to customers and colleagues, and I'm a fast learner. All I need to do is take some time to prepare, practice, and I can do a great presentation.

I realise that it is a truth I am new, however this does not stop me from presenting and doing a good job, to the best of my ability, as I do know how to present, I can research the product. I am using the thought "I am new" to justify not taking any action!

Mirror

I am judging with my thought 'I cannot believe they are asking me to do this, this is ridiculous!'

I can't believe I'm asking myself to do this, this is ridiculous. It is ridiculous the pressure I am placing upon myself, not them, me! They are simply asking me to do my job. I am the one putting the pressure on. It's part of my job and this task isn't anything out of the ordinary. They are simply asking me to learn a new product, understand it, and be able to present it as if I was presenting it to a customer.

Once again, we go through the 4 bodies. This time choose either a Truth from Step 3 or if the most empowering Truth is still the one at Step 2 you can use this one again.

Mental: My Truth is...

I can do this

Emotional: My emotions are...

Excited, inspired, joy

Physical: My physical sensations are...

Very upright

Physical Action: My actions are...

Record the presentation

Spiritual: I am open to...

I am open to recording the presentation.

Lesson 6 Exercise 2. The SEJ Worksheet Step 4

Exercise Instructions: After watching the video example complete each step in turn.

SEJ Worksheet Template

STEP FOUR SELF Empowerment

Test the original thought believed to see what's changed.

Mental: The thought I believed at Step 1 was...

Emotional: My emotions have changed to...

Physical: My physical sensations have changed to...

Physical Action: My actions have changed to...

Spiritual: This statement is true for me. 'I am no longer closed to... I am open to... (life / the situation / person).

Outcomes: To complete Step 4 we write out the outcomes to the situation.

Immediate Outcomes:(Internal Situation) Immediate Outcomes are the changes to your thoughts, emotions, physical sensations, actions, and being open.

Life Outcomes:(External Situation) Life Outcomes will be evident in the moment if the SEJ is done as the situation arises or appear later if the process is done retrospectively.

Lesson: What have you learnt from this situation?

Lesson 6. The SEJ Worksheet Step 4 Example

STEP FOUR SELF Empowerment

Test the original thought believed to see what's changed.

Mental: The thought I believed at Step 1 was...

I can't do this.

Emotional: My emotions have changed to...

Neutral

Physical: My physical sensations have changed to...

Feel normal, very upright.

Physical Action: My actions have changed to...

Nothing to do.

Spiritual: This statement is true for me. 'I am no longer closed to... I am open to... (life / the situation / person).

I am no longer closed to doing the recording, I am open to recording the presentation, and the truth that I can and will.

Outcomes: To complete Step 4 we write out the outcomes to the situation.

Immediate Outcomes:(Internal Situation) Immediate Outcomes are the changes to your thoughts, emotions, physical sensations, actions, and being open.

The outcome was – I am excited to do the task. I feel excited and empowered.

Life Outcomes:(External Situation) Life Outcomes will be evident in the moment if the SEJ is done as the situation arises or appear later if the process is done retrospectively.

I did about 20 minutes of study on the new product, recorded the 25-minute video in one take.

A few days later:

I came joint 1st in the WORLD! Out of just under 100 people who did this presentation globally, I came joint 1st. The other 2 people who I drew with had all been with the company a long time and I

came above everyone else in the European team. I went from a place of not doing the presentation to coming joint 1st!

Lesson: What have you learnt from this situation?

When I believe my thoughts, they limit me, and I suffer.

SEJ Worksheet Template

Exercise Instructions: To be handed out to students in preparation for lesson 7.

STEP ONE: Self Awareness

Situation...

Recall a situation that caused you to suffer, maybe you felt distressed, hurt, angry, sad, disappointed, or upset. Once you have this situation note it here:

The Story...

Write here the 'story' your mind is telling about the situation. It is important you do not censor your thoughts, write them exactly as they appear to you, no matter how dark, petty, unkind, or judgmental they are.

List your thoughts...

Once the story has been written list the thoughts that grab your attention.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

From the above list extract just one thought you would like to work on and put that thought through the 4 bodies.

Mental: The thought I believe is...

Emotional: The emotions I experience when I believe this thought are...

Physical: When I believe this thought my bodily sensations are...

Physical Action: When I believe this thought my actions are...

Spiritual: When I believe this thought I am closed to...

STEP TWO SELF Regulation

Sit in Silence and greet the thought you believe. Remember as you sit with the thought you stop thinking, in other words you do not run with this thought or add new thoughts to it, you simply remain open, observing the thought with no judgment. In this open state a Truth will rise from within you.

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.

Or...

Climb the ladder of Truth!

List some opposites until a thought resonates with you.

Mental: My Truth is...

Emotional: The emotions I experience when I allow space for this Truth are...

Physical: With this Truth my bodily sensations are...

Physical Action: With this Truth my actions are...

Spiritual: With this Truth I am open to...

STEP THREE SELF Confidence

We are now at Step 3, and here you quite simply look for **evidence and mirrors** to support your new Truth. These must again rise from within you, they **MUST NOT** come from mind. Simply sit and allow this to happen. A good starting point is to add the word 'because' at the end of the new realised Truth. Remember 'mirrors' are thoughts we project onto others, and so we need to claim them back for ourselves. Mirrors tend to show themselves as you go deeply into the evidence.

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Write your evidence and highlight your mirrors here:

Once again, we go through the 4 bodies. This time choose either a Truth from Step 3 or if the most empowering Truth is still the one at Step 2 you can use this one again.

Mental: My Truth is...

Emotional: My emotions are...

Physical: My physical sensations are...

Physical Action: My actions are...

Spiritual: I am open to...

STEP FOUR SELF Empowerment

Test the original thought believed to see what's changed.

Mental: The thought I believed at Step 1 was...

Emotional: My emotions have changed to...

Physical: My physical sensations have changed to...

Physical Action: My actions have changed to...

Spiritual: This statement is true for me. 'I am no longer closed to... I am open to... (life / the situation / person).

Outcomes: To complete Step 4 we write out the outcomes to the situation.

Immediate Outcomes:(Internal Situation) Immediate Outcomes are the changes to your thoughts, emotions, physical sensations, actions, and being open.

Life Outcomes:(External Situation) Life Outcomes will be evident in the moment if the SEJ is done as the situation arises or appear later if the process is done retrospectively.

Lesson: What have you learnt from this situation?

N.B. The Process works 100% of the time.

By step 2 of the process, you should notice a physiological and psychological change. If this is not the case for you, please look for your practice error or join a SEJ Practice Workshop for support.

Step 4 - If there is no change from Step 1's 4 bodies please check through all the steps in the process to find your practice error. If you cannot find your error, bring your Worksheet / question to an SEJ Practice Workshop for further guidance and support. Thank you.

Lesson Plan: Lesson 7. The SEJ Practice Lesson

This live interactive lesson gives the students the opportunity and space to practice the SEJ Worksheet with an SEJ Facilitator/Trainer. They will be able to support the students in applying the SEJ Process correctly based on the 6 lessons previously studied, and answer practice questions.

In this lesson we will cover the following:

1. Students to bring examples of their SEJ Worksheets to work through with SEJ Facilitator / Trainer.
2. Ask questions about the SEJ Process.
3. Obtain any practice corrections.

Learning Aims:

Students will learn:

- Proper and accurate use of the SEJ Worksheet.
- Common mistakes.
- Practice corrections.

Learning Objectives:

Students will be able to:

- Use the SEJ Worksheet correctly.
- Correct common mistakes.
- Understand where and how to obtain practice corrections.

Key Message for lesson 7

Living an empowered life:

“Self Empowerment is the realisation of the True Self beyond the mind. This realisation puts you in touch with a Self that is free of limitations, free of fearful thoughts and painful emotions, free to respond to life rather than react, free to reach your full potential. The Self Empowerment Journey – SEJ is a process that takes you to this realisation.”

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 trainer clearly. Testing of the audio and visual is HIGHLY recommended at least 48 hours prior to training if the trainer is online. 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
- 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.

- Access to SEJ Training – Lesson 5: The SEJ Worksheet Part 1 and SEJ Training – Lesson 6: The SEJ Worksheet Part 2 PowerPoint video recording for your reference.
- Display website www.staymentallyhealthy.org.uk showing where to access ongoing support through SEJ Practice Workshops
- SEJ Worksheet Template 2 per student
- Lesson 5,6 - 7 The SEJ Worksheet Example – ‘I can’t do this’. Example Steps 1- 4 were handed out in lesson 6, this worksheet can be given out again if necessary.
- SEJ Worksheet Scale
- SEJ Mental Health & Wellbeing Awareness Certificates (hand out to all students who have completed the full course).

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.**

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.

1. Live in-person training – SEJ qualified trainer/facilitator:

This lesson is taught by a SEJ Trainer/Facilitator and educator. If an educator is not present the SEJ Trainer/Facilitator can run the lesson taking on the educators’ steps as given below.

1. Educator to access the PowerPoint presentation SEJ Training – Lesson 5: The SEJ Worksheet Part 1 and SEJ Training – Lesson 6: The SEJ Worksheet Part 2. These are for reference only during the lesson and to be accessed prior to lesson commencing.
2. Welcome the class, housekeeping, introduce yourself as required. (1 minute)
3. Educator to inform the class the lesson will be a live online or in person (as agreed previously) interactive lesson and introduce the SEJ Facilitator/Trainer who will be teaching the SEJ Practice Workshop. (1 minute)
4. Educator to present the lesson aims and outcomes and then hand over to SEJ Facilitator/Trainer. (1 minute)

5. SEJ Facilitator/Trainer to inform students that **LESSON 7 IS ESSENTIAL IN UNDERSTANDING FULLY THE SEJ PROCESS.** Giving them the opportunity to:
 - a. Ask questions about their SEJ practice.
 - b. Obtain any practice corrections.
 - c. Go through their own personal SEJ Worksheet if they have any unanswered questions. (1 minute)
6. SEJ Facilitator/Trainer to ask students to choose a thought from Lesson 1. Exercise 2. Or Lesson 4. Exercise 1. to put through an SEJ Worksheet. If a student was absent or does not have access to these exercises, then they can simply choose a thought that limits / disempowers them. (1 minute)
7. SEJ Trainer/Facilitator will now work with the students going through a worksheet ensuring that if they have a thought to work on taken from a previous exercise, they still complete Step 1 writing out the full story to allow for more thoughts to arise. (Minimum 46 minutes).
8. After completing each of the 4 parts of the SEJ Worksheet students are asked to complete the SEJ Worksheet Scale. Students can assess their level of learning and personal development as they see the physiological and psychological changes from Part 1 compared to Parts 2-4 of the SEJ Worksheet. The SEJ Facilitator/Trainer will support the students with the assessment. These are also handed in to the educators for review. (8 minutes).
9. SEJ Trainer/Facilitator to do Q&A's. (Approx 20 minutes)
10. SEJ Trainer/Facilitator to hand back to the educator.
11. Educator to state if there is any ongoing support as per your educational settings training plan / membership plan, e.g., maybe your setting has agreed to run regular onsite workshops either live or online, this can be incorporated as the 4th Handout. (3 minutes)
12. Remind students of the need to practice, it is a process of personal responsibility. (1 minute)
13. Educator to follow with the plenary including distribution of handouts. (5 minutes).
14. See:
 - a) Students' Exercises for Different Abilities
 - b) Early Finish
 - c) Handouts
 - d) Plenary (10 mins) including Further Ongoing Support and distributing handouts)
 - e) Additional Resources
15. Lesson Time: 1:35 a double period is required for this lesson, please note the lesson may run to 2 hours (includes lesson introduction and plenary).
16. The additional time (25 minutes) can be used to collect data via student evaluation forms if data collection is required.

Students' Exercises for Different Abilities

1. Advancing and Developing Students can engage with the lesson as much as they are able to. They must be encouraged to ask questions if they are unsure of any aspect of the lesson.

Early Finish

1. If the lesson finishes early, you can encourage students to list other situations they may wish to address using the SEJ Process.

Handouts

- ESSENTIAL FOR ALL STUDENTS WHO HAVE COMPLETED THE FULL COURSE ONLY

SEJ Mental Health & Wellbeing Awareness Certificate

1. SEJ Practice Workshops Information
2. Frequently Asked Questions
3. SEJ Worksheet Do's and Don'ts
4. (4th handout specific to setting). The setting must put together an information leaflet called 'Ongoing Support Available'. This leaflet will include information on how to join SEJ Practice Workshops post training. The workshops can be offered through the setting, through the SEJ organisation or a combination of both. This will have been agreed as part of your bespoke training/membership plan. The 'Ongoing Support Available' leaflet can be handed out in conjunction with 'SEJ Practice Workshop Information' handout (if agreed by the setting).
5. Student Permission Form – If appropriate this form can be handed out to obtain contact details for SEJ updates and testimonials.

Plenary – 5 mins

Lesson Summary: *“Self Empowerment is the realisation of the True Self beyond the mind. This realisation puts you in touch with a Self that is free of limitations, free of fearful thoughts and painful emotions, free to respond to life rather than react, free to reach your full potential. The Self Empowerment Journey – SEJ is a process that takes you to this realisation.”*

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 the SEJ Worksheet?
2. Can you relate the key message to your SEJ Worksheet?
3. Having experienced all the lessons and key messages, can you relate them and your experiences to this lesson's key message?
4. Did you experience that the Truth always feels good?

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.

SEJ Worksheets can be completed as homework.

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.

Further Ongoing Support*

Students can attend SEJ Practice Workshops either through their setting if this is included in the setting training or membership plan. Or they can access these events personally via www.staymentallyhealthy.org.uk Please note the SEJ Practice Workshop will incur a small fee if accessed personally, they are free if part of setting training or membership plan.

These events enable the student to:

- Ask questions about the SEJ Process.
- Obtain any practice corrections.
- Bring examples of their SEJ worksheets to work through.
- Practice key aspects of the process.

*Notification of ongoing support through SEJ Practice Workshops needs to appear on the 'Announcement' page on the Course Management System e.g., Canvas module with details.

Additional Resources:

- Useful websites for wellbeing advice can be found under resources in the SEJ Training Guide.

SEJ Worksheet Template

Exercise Instructions: To be handed out to students in preparation for lesson 7.

STEP ONE: Self Awareness

Situation...

Recall a situation that caused you to suffer, maybe you felt distressed, hurt, angry, sad, disappointed, or upset. Once you have this situation note it here:

The Story...

Write here the 'story' your mind is telling about the situation. It is important you do not censor your thoughts, write them exactly as they appear to you, no matter how dark, petty, unkind, or judgmental they are.

List your thoughts...

Once the story has been written list the thoughts that grab your attention.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

From the above list extract just one thought you would like to work on and put that thought through the 4 bodies.

Mental: The thought I believe is...

Emotional: The emotions I experience when I believe this thought are...

Physical: When I believe this thought my bodily sensations are...

Physical Action: When I believe this thought my actions are...

Spiritual: When I believe this thought I am closed to...

STEP TWO SELF Regulation

Sit in Silence and greet the thought you believe. Remember as you sit with the thought you stop thinking, in other words you do not run with this thought or add new thoughts to it, you simply remain open, observing the thought with no judgment. In this open state a Truth will rise from within you.

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.

Or...

Climb the ladder of Truth!

List some opposites until a thought resonates with you.

Mental: My Truth is...

Emotional: The emotions I experience when I allow space for this Truth are...

Physical: With this Truth my bodily sensations are...

Physical Action: With this Truth my actions are...

Spiritual: With this Truth I am open to...

STEP THREE SELF Confidence

We are now at Step 3, and here you quite simply look for **evidence and mirrors** to support your new Truth. These must again rise from within you, they **MUST NOT** come from mind. Simply sit and allow this to happen. A good starting point is to add the word 'because' at the end of the new realised Truth. Remember 'mirrors' are thoughts we project onto others, and so we need to claim them back for ourselves. Mirrors tend to show themselves as you go deeply into the evidence.

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Write your evidence and highlight your mirrors here:

Once again, we go through the 4 bodies. This time choose either a Truth from Step 3 or if the most empowering Truth is still the one at Step 2 you can use this one again.

Mental: My Truth is...

Emotional: My emotions are...

Physical: My physical sensations are...

Physical Action: My actions are...

Spiritual: I am open to...

STEP FOUR SELF Empowerment

Test the original thought believed to see what's changed.

Mental: The thought I believed at Step 1 was...

Emotional: My emotions have changed to...

Physical: My physical sensations have changed to...

Physical Action: My actions have changed to...

Spiritual: This statement is true for me. 'I am no longer closed to... I am open to... (life / the situation / person).

Outcomes: To complete Step 4 we write out the outcomes to the situation.

Immediate Outcomes:(Internal Situation) Immediate Outcomes are the changes to your thoughts, emotions, physical sensations, actions, and being open.

Life Outcomes:(External Situation) Life Outcomes will be evident in the moment if the SEJ is done as the situation arises or appear later if the process is done retrospectively.

Lesson: What have you learnt from this situation?

N.B. The Process works 100% of the time.

By step 2 of the process, you should notice a physiological and psychological change. If this is not the case for you, please look for your practice error or join a SEJ Practice Workshop for support.

Step 4 - If there is no change from Step 1's 4 bodies please check through all the steps in the process to find your practice error. If you cannot find your error, bring your Worksheet / question to an SEJ Practice Workshop for further guidance and support. Thank you.

Lesson 5,6 - 7 The SEJ Worksheet Example – ‘I can’t do this’

STEP ONE: Self Awareness

Situation...

Recall a situation that caused you to suffer, maybe you felt distressed, hurt, angry, sad, disappointed, or upset. Once you have this situation note it here:

I have been told that I need to record a 25-minute presentation on a new product that we sell, that is going to be seen and marked by Vice Presidents in the US. I only joined the company 2 months ago. I have been ignoring this email for a month and the VP in the US has just emailed me to say that I’m the only person who hasn’t recorded a video presentation.

The Story...

Write here the ‘story’ your mind is telling about the situation. It is important you do not censor your thoughts, write them exactly as they appear to you, no matter how dark, petty, unkind, or judgmental they are.

Oh my god how am I expected to do this as I’ve only just joined the company, oh no what am I going to do? I can’t do this as I don’t know anything about this, and I’m trying to learn the product that I’m working on now. I can’t do this; I don’t know how, and everyone is going to know that I don’t know what I’m talking about – what do I do?

I can’t believe they expect me to do this as I’m new. Everyone will know that I don’t know what I’m doing, and I don’t have the time to learn this new stuff before I present. I’m not good enough to do this.

I cannot believe they are asking me to do this, this is ridiculous!

List your thoughts...

Once the story has been written list the thoughts that grab your attention.

- 1. I can’t do this.*
- 2. I don’t know how.*
- 3. I don’t know what I’m talking about.*
- 4. I don’t know what I’m doing.*
- 5. I don’t have the time.*
- 6. I’m not good enough.*

From the above list extract just one thought you would like to work on and put that thought through the 4 bodies.

Mental: The thought I believe is...

I can't do this.

Emotional: The emotions I experience when I believe this thought are...

Ashamed, scared.

Physical: When I believe this thought my bodily sensations are...

My body is slumped and tight.

Physical Action: When I believe this thought my actions are...

Ignore the email.

Spiritual: When I believe this thought I am closed to...

I am closed to the task. I am closed to the truth.

STEP TWO SELF Regulation

Sit in Silence and greet the thought you believe. Remember as you sit with the thought you stop thinking, in other words you do not run with this thought or add new thoughts to it, you simply remain open, observing the thought with no judgment. In this open state a Truth will rise from within you.

Or...

Climb the ladder of Truth!

List some opposites until a thought resonates with you.

___ *I can't do this* _____

___ *I might be able to do this* _____

___ *I must do this* _____

___ *I can do this* _____

Mental: My Truth is...

I can do this.

Emotional: The emotions I experience when I allow space for this Truth are...

Inspired, excited.

Physical: With this Truth my bodily sensations are...

Body is upright.

Physical Action: With this Truth my actions are...

To do the recorded presentation.

Spiritual: With this Truth I am open to...

I am open to the knowing that I can and will complete the task.

STEP THREE SELF Confidence

We are now at Step 3, and here you quite simply look for **evidence and mirrors** to support your new Truth. These must again rise from within you, they **MUST NOT** come from mind. Simply sit and allow this to happen. A good starting point is to add the word 'because' at the end of the new realised Truth. Remember 'mirrors' are thoughts we project onto others, and so we need to claim them back for ourselves. Mirrors tend to show themselves as you go deeply into the evidence.

Write your evidence and highlight your mirrors here. Add because at the end of the Self Regulation.

I can do this because I'm a really good presenter and all I need to do is a bit of training on the product and then I can put together a really great presentation.

I can present, I can learn, I've been in IT for 20 years so I do know my stuff, so I am going to use this presentation as a great opportunity to show what I CAN do!

I have presented literally 100's of times to customers and colleagues, and I'm a fast learner. All I need to do is take some time to prepare, practice, and I can do a great presentation.

I realise that it is a truth I am new, however this does not stop me from presenting and doing a good job, to the best of my ability, as I do know how to present, I can research the product. I am using the thought "I am new" to justify not taking any action!

Mirror

I am judging with my thought 'I cannot believe they are asking me to do this, this is ridiculous!'

I can't believe I'm asking myself to do this, this is ridiculous. It is ridiculous the pressure I am placing upon myself, not them, me! They are simply asking me to do my job. I am the one putting the pressure on. It's part of my job and this task isn't anything out of the ordinary. They are simply asking me to learn about a new product, understand it, and be able to present it as if I was presenting it to a customer.

Once again, we go through the 4 bodies. This time choose either a Truth from Step 3 or if the most empowering Truth is still the one at Step 2 you can use this one again.

Mental: My Truth is...

I can do this.

Emotional: My emotions are...

Excited, inspired, joy.

Physical: My physical sensations are...

Very upright.

Physical Action: My actions are...

Record the presentation.

Spiritual: I am open to...

I am open to recording the presentation.

STEP FOUR SELF Empowerment

Test the original thought believed to see what's changed.

Mental: The thought I believed at Step 1 was...

I can't do this.

Emotional: My emotions have changed to...

Neutral

Physical: My physical sensations have changed to...

Feel normal, very upright.

Physical Action: My actions have changed to...

Nothing to do.

Spiritual: This statement is true for me. 'I am no longer closed to... I am open to... (life / the situation / person).

I am no longer closed to doing the recording, I am open to recording the presentation, and the truth that I can and will.

Outcomes: To complete Step 4 we write out the outcomes to the situation.

Immediate Outcomes:(Internal Situation) Immediate Outcomes are the changes to your thoughts, emotions, physical sensations, actions, and being open.

The outcome was – I am excited to do the task. I feel excited and empowered.

Life Outcomes:(External Situation) Life Outcomes will be evident in the moment if the SEJ is done as the situation arises or appear later if the process is done retrospectively.

I did about 20 minutes of study on the new product, recorded the 25-minute video in one take.

A few days later:

I came joint 1st in the WORLD! Out of just under 100 people who did this presentation globally, I came joint 1st. The other 2 people who I drew with had all been with the company a long time and I came above everyone else in the European team. I went from a place of not doing the presentation to coming joint 1st!

Lesson: What have you learnt from this situation?

When I believe my thoughts, they limit me, and I suffer.

SEJ Worksheet Scale

SEJ Worksheet Scale

Please transfer your responses from each step on your SEJ Worksheet onto this worksheet, then circle the number on the scale that represents where you are e.g., is your thought a stressful or stress free thought? etc. Please hand in this worksheet at the end of Lesson 7.

STEP ONE: Self Awareness **EXAMPLE** from Lesson 5 and 6

Mental: I can't do this When I believe this thought I am... 1 2 3 4 5 6 7
 stressed stress free

Emotional: Ashamed, scared With this/these emotion/s I am... 1 2 3 4 5 6 7
 unhappy happy

Physical: Slumped and tight With these physical sensations I am... 1 2 3 4 5 6 7
 stressed relaxed

Physical Action: Ignore the email With this action my ability to reach my full potential is... 1 2 3 4 5 6 7
 impossible possible

Spiritual: I am closed to the task I am closed to the truth When I believe this thought I am... 1 2 3 4 5 6 7
 closed to Truth open to Truth

STEP ONE: Self Awareness

Mental: _____ When I believe this thought I am... 1 2 3 4 5 6 7
stressed stress free

Emotional: _____ With this/these emotion/s I am... 1 2 3 4 5 6 7
unhappy happy

Physical: _____ With these physical sensations I am... 1 2 3 4 5 6 7
stressed relaxed

Physical Action: _____ With this action my ability to reach my full potential is... 1 2 3 4 5 6 7
impossible possible

Spiritual: _____ When I believe this thought I am... 1 2 3 4 5 6 7
closed to Truth open to [Truth](#)

STEP TWO SELF Regulation

Mental: _____ When I believe this thought I am... 1 2 3 4 5 6 7
stressed stress free

Emotional: _____ With this/these emotion/s I am... 1 2 3 4 5 6 7
unhappy happy

Physical: _____ With these physical sensations I am... 1 2 3 4 5 6 7
stressed relaxed

Physical Action: _____ With this action my ability to reach my full potential is... 1 2 3 4 5 6 7
impossible possible

Spiritual: _____ When I believe this thought I am... 1 2 3 4 5 6 7
closed to Truth open to Truth

STEP THREE SELF Confidence

Mental: _____ When I believe this thought I am... 1 2 3 4 5 6 7
stressed stress free

Emotional: _____ With this/these emotion/s I am... 1 2 3 4 5 6 7
unhappy happy

Physical: _____ With these physical sensations I am... 1 2 3 4 5 6 7
stressed relaxed

Physical Action: _____ With this action my ability to reach my full potential is... 1 2 3 4 5 6 7
impossible possible

Spiritual: _____ When I believe this thought I am... 1 2 3 4 5 6 7
closed to Truth open to Truth

STEP FOUR SELF Empowerment

Mental: _____ With this thought I am... 1 2 3 4 5 6 7

stressed stress free

Emotional: _____ With this/these emotion/s I am... 1 2 3 4 5 6 7

unhappy happy

Physical: _____ With these physical sensations I am... 1 2 3 4 5 6 7

stressed relaxed

Physical Action: _____ With this action my ability to reach my full potential is... 1 2 3 4 5 6 7
impossible possible

Spiritual: _____ With this thought I am... 1 2 3 4 5 6 7

closed to Truth open to Truth

SEJ Mental Health & Wellbeing Awareness Certificate

Please download the certificate and complete the following found in red on the certificate template:

1. Student's name
2. Date

SEJ Mental Health & Wellbeing Awareness Certificate

Awarded to

Type name in black ink

For attending the SEJ Process Training Course

Awarded by Jacqueline Mary Phillips
Founder of The SEJ

Signature: *J.M.Phillips*
Dated: **Type date in black ink**

The CPD Certification Service

The SEJ
SEJ Process
Attendance Certificate

SEJ Practice Workshops Information

The SEJ Practice Workshops are a key and critical part of learning the SEJ Process, as this is where you get to practice what you have learnt. The SEJ training covers the *theory* of the SEJ in great detail, but the real change and benefit comes from your *practice* of the SEJ.

If the SEJ is integrated into the curriculum a Practice Workshop is included as lesson 7. However, it is best to continue attending regular workshops to enhance your practice of the SEJ Process.

Who can attend a SEJ Practice Workshop?

Open to anyone who has learnt and is practicing the SEJ Process, and would like to develop their practice, ask specific questions, or would simply like more support.

During the SEJ Practice Workshop you will have an opportunity to:

1. Ask questions about the SEJ Process.
2. Obtain any practice corrections.
3. Bring examples of your SEJ Worksheets to work through.
4. Practice key aspects of the process.
5. Listen to others sharing their life changing experiences of the SEJ.

How do I join the SEJ Practice Workshops?

Times, dates, and venues including live and online events, will depend upon your settings training or membership plan. Your setting will give you further information on the support they offer in the leaflet 'Ongoing Support Available'.

Alternatively, you can join a workshop independent of your setting via the SEJ education website www.staymentallyhealthy.org.uk

Please note the independent SEJ Practice Workshops will incur a small fee, however the SEJ organisation does offer a student discount. Workshops are free if part of setting training or membership plan, see leaflet 'Ongoing Support Available'.

Frequently Asked Questions

These FAQ's aim to answer questions you may have about your practice of the SEJ process. If you can't find the answer you are looking for, please attend a SEJ Practice workshop, or email enquires@thesej.co.uk for support.

1) Do I have to stick to the 4 (steps) x 4 (bodies) process, is there a shortcut?

Yes, you MUST stick to the 4 x 4 process, as the SEJ is a structured framework of self-enquiry, use the SEJ Worksheet which is downloadable. Print them ready for use.

2) How do I 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, at the very least you'll be smiling crying with joy or laughing aloud.

3) What if I cannot find any 'mirrors' at Step 3?

Remember mirrors are reflections of your own attitudes, beliefs, and behaviours. What you see in another is in you too. You simply need to own the mirrors. If you are writing out your story without any projections, there may not be any mirrors. The question to ask yourself is am I projecting onto someone else within my story at Step 1?

4) What if there is no evidence at Step 3?

The evidence is simply a continuation of the Truth found at Step 2, sit, and allow the Truth to rise from within. If you are struggling leave the worksheet for a while and then come back to it or attend a practice workshop to get support.

5) Can I do the SEJ without a worksheet?

There will come a time when the SEJ process will simply work through you, until this time please ensure to use the SEJ Practice Worksheets. Remember the mind loves to rush, the worksheets will help you to embed the process into your consciousness.

6) How will I know the SEJ is working through me?

You will be the observer of your thoughts being questioned. As soon as a limiting thought arises you will see it being questioned within you and the lower 3 bodies responding accordingly.

7) I don't have time to write it all out, can't I just do it in my head?

No, at some point the SEJ will work through you naturally. Please put the thought 'I don't have time to write it all out' through the SEJ. You can play the 'game of opposites' to support in the moment stimuli triggers a limiting thought.

8) What is the 'game of opposites?'

I often suggest playing this game to help change your psychological and physiological reactions to thoughts that are triggered by stimuli in the moment. The game is a precursor to completing the SEJ Worksheet which can be done at a more convenient time. Quite simply, the moment you realise you are having a limiting thought just think of the opposite thought. E.g., 'they are boring' to 'I am boring'. To the untrained mind this seems negative but in truth it is both empowering and limiting, as we own our mirrors. You will see a positive shift in the emotions as you play this game.

9) What do I do if I cannot find the opposite when 'climbing the ladder of Truth'?

Remember it does not have to be an exact opposite, the ladder exercise is simply a way of opening you up to Truth, you are in essence trying different thoughts on for size to see how they fit (feel).

10) How do you know if the thought fits?

It will resonate, it will appear as a 'light bulb moment', a 'satori' moment. Often you will smile as you realise this truthful thought.

11) I have hit upon a long-held belief that seems too difficult to shift. Where can I find support?

Bring this belief/thought to the weekly SEJ Practice Workshop. Alternatively, book a 1:1 consultation with a qualified SEJ Consultant. Equally, keep working on the thought including this thought 'I have hit upon a long-held belief that seems too difficult to shift'.

12) How do I know when I've got a limiting thought?

'Your feelings are your barometer' as in the training - so every time you become aware of your lower vibrational feelings (see vibrational emotional scale handout) you have a limiting thought that you are believing. This thought will determine how you experience the moment.

13) I am not clear on the process, what should I do?

You can review the training videos initially; however, the best option is to attend a SEJ Practice Workshop where you can ask practice questions or reference the SEJ Handbook.

14) What if I can't remember the process?

You do not need to remember the process, just do the worksheet and eventually the process will work through you. The process comes from Truth not memory, so no remembering is required.

15) Why should I dedicate my time to the process?

Because you want to reach your full potential, and like going to the gym, you are not going to get fit and healthy physically unless you put in the work and become dedicated. Staying mentally healthy also requires your commitment and dedication.

Consider it is like learning to drive, at first it seems like there is too much to be aware of, or to fit into your day. Then with your determination to succeed, one day you just notice you can drive, and it becomes part of you. So will the SEJ process if you practice and are equally dedicated.

16) How long will it take to go through this process?

Take as much time as you need to go through the SEJ process. Although in truth it also happens in the moment with practice. It is of real benefit if you spend dedicated time somewhere where you will be able to focus on it, particularly at the beginning when you are 'learning to drive' with each step. The SEJ process will become a part of you as you practice more, but it is a meditative practice of self-enquiry so please take as much time as you need, you are worth it.

17) I have not reached Self Empowerment at Step 4, why not?

The SEJ works 100% of the time if you do the process correctly. So, there will simply be a practice error. Go back over your worksheet to see if you can spot the error or attend a practice workshop for support. Often the error begins at Step 2 if you have chosen a thought that you 'think' is Truth, ask yourself does it resonate?

18) How can I get the SEJ to work in the moment?

As you use the SEJ worksheets the SEJ will begin to work through you naturally in the moment. So please keep up your practice and don't give up. The mind is always in a hurry and wants to know how long it will take to work through you. However, this question cannot be answered for everyone is unique, for some it happens immediately

they learn the SEJ for others it takes time. Your dedication to the practice of the SEJ is key.

19) I really appreciate how much the SEJ can help me personally as well as professionally. Where do I go next? How can I progress further with my Self Empowerment Journey?

You can attend various events both online or in person, join as a member, or learn the SEP Process. If you would like to seek a career using the SEJ please see the websites for career opportunities as a SEJ Consultant or Trainer.

You can see more FAQs in the SEJ Handbook which can be purchased here.

<https://www.amazon.co.uk/Who-Am-Empowerment-Journey-Handbook/dp/B09JV9NFSG>

SEJ Worksheet Do's and Don'ts

General tips:

- 1) Stick to the process.
- 2) Don't skip any of the steps!
- 3) Take your time, don't rush the process.
- 4) Review the training regularly to embed the teachings into your consciousness.
- 5) Read the prompts on the worksheet as they are given as a guide for you to complete the worksheet correctly.
- 6) Practice regularly, the more you practice the quicker the process will simply work through you rather than you work it.
- 7) Notice your self-defeating or limiting thoughts throughout the day. Observe them and note them down to work through either in the moment or later that day.
- 8) Don't give up, you are the one you have always been looking for. You are both the question and the answer.
- 9) Use your SEJ Practice Workshops to get support.

STEP ONE: Self Awareness

Situation:

Do:

- Recall a situation that caused you to suffer mentally, emotionally, physically, or spiritually and put it through the SEJ worksheet.
- Write in one sentence the situation to summarise what the situation is about.

Don't:

- Write long sentences describing the situation.
- Go into the story.

Story:

Do:

- Write in your own words as the thought appears in your mind, exactly as they appear to you. DO NOT CENSOR YOUR THOUGHTS. Nobody else will read the worksheet. You can destroy it afterwards if you wish.
- Be honest, no matter how dark, petty, unkind, or judgmental your thoughts are.
- Use more paper if you need to.
- Take your time writing out the story, get it out of your system as Step 1 is the only time we look at the problem.

Don't:

- Try to make it sound 'nice' or 'pretty.'
- Rush. If rushing notice your thoughts about rushing and put these thoughts through a worksheet. See how the mind will justify the need to rush.

List your thoughts...:

Do:

- Pick thoughts from your story that grab your attention, or where you feel an emotional pull.
- Pick thoughts that repeat throughout the story. We tend to unconsciously repeat the thoughts we need to work on most.
- If you prefer use a highlighter to highlight the thoughts in the story at Step 1.
- List as many as you wish.

Don't:

- Pick every thought from the story.
- Worry about listing the 'wrong' thoughts. There are no 'wrong' thoughts.

Step 1 four bodies:

Do:

- Extract only ONE thought you would like to work on and put that thought through the 4 bodies.
- Remember 'one thought one worksheet.'
- Put your full attention on the chosen thought notice/observe your emotions, physical body, physical actions and spiritual.
- Read the prompts for each body as they differ for each step.

Don't:

- Write what you think is happening in the lower 3 bodies. Notice what is happening instead.
- Focus on the whole story when working through the 4 bodies, keep your attention on the one thought chosen.

STEP TWO: SELF regulation

Sit in silence

Do:

- Simply sit in silence focus on the breath.
- Observe the thought chosen.
- Practice 'sitting in silence' throughout the day to enhance your practice.
- Notice how the mind wants to give you answers. Ignore these thoughts.

Don't:

- Worry if you lose your focus, when you realise your mind has drifted simply bring it back to the matter at hand. Realising your mind has drifted shows you have become conscious of the present moment again.

The ladder of Truth is a game of opposites

Do:

- Use this step if you do not get a result when sitting in silence.
- Start with an opposite of the original thought from Step 1.
- List some opposites until a thought resonates with you, remember it's like trying on a coat to see which fits best.
- Choose the one thought that truly resonates with you.
- Notice how the resonance changes your emotional and physical bodies.

Don't:

- Try to think positively, the 'Truth' is not a positive thought!
- Rush through to get the opposite.
- Pick a thought even if it does not resonate.
- Give up! Bring your worksheet to a SEJ Practice Workshop and get support.

Step 2 four bodies

Do:

- Notice/observe each body as you focus only on this truthful thought that resonates, whether from sitting in silence or climbing the ladder.
- Notice how empowering and different your 4 bodies are at Step 2 compared to how disempowering your experience was at Step 1.
- Read the prompts for each body as they differ for each step.

Don't:

- Let your mind take you back to Step 1. If there is more 'story' to add then go back and add it at Step 1 and begin the process again.
- Rush the 4 bodies, take your time to notice how you feel and what is happening inside of you.

STEP THREE: SELF Confidence

Evidence

Do:

- Add the word 'because' at the end of the realised Truth from Step 2.
- Ensure you continue to sit in silence 'bathe in the Truth' to complete this step, notice how the mind will happily take over, don't allow it, stay in a place of Truth.
- Remember Einstein's quote and become your own Einstein.

“I think 99 times and find nothing.
I stop thinking, swim in the silence, and the truth comes to me.”

- Simply sit and allow the Truth, to rise from within.

Don't:

- Write from the mind. Stay in Truth. If mind wants to add more thoughts go back to the Story at Step 1, add them here and start the worksheet again from this Step.
- Try and think positively, positive thoughts may make you feel better, but the Truth will liberate you (as well as give you better feeling emotions).

Mirrors

Do:

- Remember 'mirrors' are thoughts we project onto others.
- Own the mirrors as they liberate us and stop blame and judgment.
- Sit and allow the truth to unfold for as you go deeply into the evidence mirrors tend to show themselves.
- Reflect on examples: He is angry - I am angry, she is jealous- I am jealous, they are rude - I am rude. They are not listening- I am not listening.
- Understand to an unconscious mind the mirrors can appear as disempowering, but they are not, they are liberating.
- Notice mirrors throughout your day and own them. This will help when doing the SEJ worksheet.
- See the mirrors in Step 1 Story. These can also be transferred and used in Step 3.
- See if the evidence is already about you then there are no mirrors because there is no projection. Although there may be some mirrors back in the Story at Step 1, please check.

Don't:

- Go back into your mind to 'justify' the evidence. There are always mirrors when projecting onto others if we are being honest with ourselves.
- Rush this step, it is vital in 'anchoring' the Truth.

Step 3 four bodies

Do:

- Choose the most empowering Truth either from Step 3 or the use the same one as at Step 2.
- Put this Truth through the 4 bodies and *notice/observe* what is happening in each of the 4 bodies.
- Remain silent to stay with the Truth in completing this.
- Read the prompts for each body as they differ for each step.

Don't:

- Write from the mind, stay in the place of Truth.
- Don't rush the 4 bodies, take time to notice the changes from Steps 1 and 2.
- Assume that each prompt for the 4 bodies is the same for step 1, 2 and 3.

STEP FOUR: SELF EMPOWERMENT

Step 4 four bodies

Do:

- Ensure you put the original thought believed at Step 1 in the mental body.
- Read and follow the prompts for each body as they differ for each step.
- Notice/observe the completely empowering change at this step compared to Step 1 in each of the bodies.
- Notice there is no energy in the original thought (if process completed correctly). The thought still exists but has no power over you.
- Notice because there is no 'energy' in the thought there is no action to take.

Don't:

- Assume the thought is gone, as the thought can appear at any time however, it will no longer trigger a physiological or psychological reaction within you.
- Rush this step, see the truth that thoughts only have power over you if you believe them.

Step 4 Outcomes:

Do:

- Please note for the Immediate Outcomes: (Internal Situation) what is happening internally with you i.e., your thoughts, emotions, and physical sensations. Revel in these internal changes, for when there is an internal change the external must follow.
- Realise deeply that you experience life inside of you, this is why the SEJ changes the internal.
- Please note for the Life Outcomes: (External Situation) what is happening outside/external to you.
- Notice any immediate change in your external situation if the process is done in the moment, i.e., did you make a different life choice, change an old behaviour, walk a different path, face a fear?
- Note any later outcomes, i.e., did you pass your exam because you did the SEJ on the thought 'I'm going to fail anyway', which ensured you revised rather than ignored your revision. Three months may have passed between doing the process and this outcome, so be observant.

Don't

- Throw away the worksheet as you will notice further changes in your life experience as you progress on your SEJ.

Lesson:

Do:

- Consider, what did you learn i.e., life lessons/teaching from completing the SEJ worksheet that you can take forward with you?
- Revel in what you have learnt about yourself, life, and others.
- Save the worksheet to build up a picture of your 'false self' and how much you are growing and developing.

Don't:

- Skip this last part as it shows clearly what you have learnt about yourself, life, others.

Ongoing Support Available

Please put in this leaflet any information about the ongoing support available at your setting, these may include:

1. SEJ Practice Workshops online or live at the setting as part of your training/membership plan. Remember to add times/dates, contact person details.
2. SEJ Practice Workshops offered via the SEJ Organisation independent of the setting (see SEJ Practice Workshops Information leaflet).
3. Other SEJ services offered at the setting.
4. State if there is a qualified onsite SEJ Consultant or SEJ Trainer/Facilitator available at the setting. Add their availability: times, location, email, phone number. Inform the students they can contact them to ask questions about the SEJ services offered at the setting and to ask questions about the training.
5. Access to Library copy of SEJ Handbook – ‘Who Am I?’
6. Other mental health support services available at the setting.
7. Join the You can join the SEJ Practice Support Private Facebook Group <https://www.facebook.com/groups/858774521472350> for those who have learnt the SEJ to join the community, ask questions, receive updates.
8. Access to a copy of the SEJ Handbook is available at the Setting Library. Or you can order a personal copy via Amazon please type :

Book Name: Who Am I? Self Empowerment Journey (SEJ) Handbook
Author Name: Jacqueline Mary Phillips.

<https://www.amazon.co.uk/Who-Am-Empowerment-Journey-Handbook/dp/B09JV9NFSG>

Students Permission Form

SEJ Organisation with SETTING NAME

We would love to keep you posted with up-to-date information to support you with your SEJ practice. If you would like to be kept informed, please would you sign, date, and put your email to give your permission. In addition, if you are happy to add a testimonial or comment please do so. Thank you.

Permission:

Name: Email:

Signature: Date:

Add a testimonial / comment below:

Can we contact you about this comment/testimonial? Please circle your preference. Yes / No (Ensure to give your email address)

Students Permission Form

SEJ Organisation with SETTING NAME

We would love to keep you posted with up-to-date information to support you with your SEJ practice. If you would like to be kept informed, please would you sign, date, and put your email to give your permission. In addition, if you are happy to add a testimonial or comment please do so. Thank you.

Permission:

Name: Email:

Signature: Date:

Add a testimonial / comment below:

Can we contact you about this comment/testimonial? Please circle your preference. Yes / No (Ensure to give your email address)

Additional Resources:

In this section we have provided you with the following additional resources:

1. Principles of Good Practice and Non-statutory Guidance for Universities
2. Evaluating the Integration of the SEJ in your Setting
3. 'Additional Resources' Lessons 1-7
 - i. Useful Websites for Wellbeing Advice
 - ii. John Lennon Quote "When I was 5 years old..."
 - iii. Sitting in Silence SEJ Practice Worksheet
 - iv. Sitting in Silence Practice Tips
 - v. Sitting in Silence Practice Instructions
 - vi. Vibrational Emotional Scale (V.E.S.)
 - vii. Physical Sensations Examples
 - viii. Collective Beliefs Examples
4. Members Area Resources List

Principles of Good Practice and Non-statutory Guidance for Universities

Each lesson has been mapped against the following principles of good practice and non-statutory guidance for universities.

1. The University Mental Health Charter
2. Stepchange Mentally Healthy Universities
3. Student Mental Health Bill

Lesson 1 An Introduction to the SEJ Process

Lesson 1 introduces the students to concepts about the SEJ, therefore the following principles of good practice and non-statutory guidance for universities relates to the SEJ as a whole process.

Student Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum takes a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.

2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.

4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.

Progression

1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g., between years/levels of study.

4. Universities support students to prepare for life, career, and further study beyond graduation.

Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.

Enabling themes:

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing.

Inclusivity and intersectional mental health

1. Universities take action to understand their populations and staff and students' differing needs and experiences.

Stepchange Mentally Healthy Universities

Case for action:

Attainment: There is strong evidence that good mental health has a positive impact on a person's learning, creativity, ability to concentrate and overall performance levels.

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Self-belief and confidence: support students to develop the skills they need to thrive in everyday life.

Educator Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.
3. Universities ensure that curriculum design and pedagogic practice encourages deep learning, meaning, mastery and development.
4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.
5. Universities clarify the role of academics in supporting student mental health and guide staff to maintain supportive, appropriate boundaries.
6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

1. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.
2. Universities take steps to create an environment and culture that supports positive mental health and wellbeing
3. Universities take steps to create an environment that facilitates and makes it easy for individuals and groups to adopt healthy behaviours, offering multiple and varied options and interventions.
4. Universities take steps to create a culture that prioritises mental health as important and are open and highly visible in doing so.

Enabling themes:

Leadership, strategy, and policy

2. Universities have an approach to mental health and wellbeing that is robustly evidence informed.

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing.

Stepchange Mentally Healthy Universities

Case for action:

Impact of mental illness: Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Curriculum and pedagogy: review the design and delivery of the curriculum, teaching and learning to position health gain alongside learning gain.

Student Mental Health Bill

The bill includes measures to set out a duty of care to support student mental health.

Lesson 2 Breaking the Cycle of Suffering – Happiness is the Key to Life

Student Outcomes

The University Mental Health Charter

Learn:

Learning, Teaching and Assessment

2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.

4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.

Progression

1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g., between years/levels of study.

4. Universities support students to prepare for life, career, and further study beyond graduation.

Live:

Proactive interventions and mentally healthy environment

3. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.

Enabling themes:

Inclusivity and intersectional mental health

1. Universities take action to understand their populations and staff and students' differing and experiences

Stepchange Mentally Healthy Universities

Case for action:

Attainment: There is strong evidence that good mental health has a positive impact on a person's learning, creativity, ability to concentrate and overall performance levels.

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Self-belief and confidence: support students to develop the skills they need to thrive in everyday life.

Educator Outcomes

The University Mental Health Charter

Learn:

Transition into University

2. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.
6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

3. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.
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4. Universities take steps to create a culture that prioritises mental health as important and are open and highly visible in doing so.

Enabling themes:

Leadership, strategy, and policy

2. Universities have an approach to mental health and wellbeing that is robustly evidence informed.

Stepchange Mentally Healthy Universities

Case for action:

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Curriculum and pedagogy: review the design and delivery of the curriculum, teaching and learning to position health gain alongside learning gain.

Lesson 3 Empowered by Truth

Student Outcomes

The University Mental Health Charter

Learn:

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.
4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.

Progression

1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g., between years/levels of study.
4. Universities support students to prepare for life, career, and further study beyond graduation.

Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.

Enabling themes:

Inclusivity and intersectional mental health

1. Universities take action to understand their populations and staff and students' differing and experiences.

Stepchange Mentally Healthy Universities

Case for action:

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Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Educator Outcomes

The University Mental Health Charter

Learn:

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
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6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

4. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Live:

Proactive interventions and mentally healthy environment

4. Universities take steps to create a culture that prioritises mental health as important and are open and highly visible in doing so

Enabling themes:

Leadership, strategy, and policy

2. Universities have an approach to mental health and wellbeing that is robustly evidence informed.

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing

Stepchange Mentally Healthy Universities

Case for action:

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Curriculum and pedagogy: Review the design and delivery of the curriculum, teaching and learning to position health gain alongside learning gain.

Lesson 4 Mechanics of your Being

Student Outcomes

The University Mental Health Charter

Learn:

Learning, Teaching and Assessment

2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.

4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.

Progression

1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g., between years/levels of study.

4. Universities support students to prepare for life, career, and further study beyond graduation.

Live:

Proactive interventions and mentally healthy environment

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Stepchange Mentally Healthy Universities

Case for action:

Attainment: There is strong evidence that good mental health has a positive impact on a person's learning, creativity, ability to concentrate and overall performance levels.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Self-belief and confidence: Support students to develop the skills they need to thrive in everyday life.

Educator Outcomes

The University Mental Health Charter

Learn:

Learning, Teaching and Assessment

5. Universities clarify the role of academics in supporting student mental health and guide staff to maintain supportive, appropriate boundaries.

6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

5. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Stepchange Mentally Healthy Universities

Case for action:

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Lesson 5 The SEJ Worksheet Part 1.

Lesson 6 The SEJ Worksheet Part 2.

Student Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
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Progression

1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g., between years/levels of study.

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Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.

Enabling themes:

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing.

Inclusivity and intersectional mental health

1. Universities take action to understand their populations and staff and students' differing needs and experiences.

Stepchange Mentally Healthy Universities

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The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Self-belief and confidence: Support students to develop the skills they need to thrive in everyday life.

Educator Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.

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6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

6. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Live:

Proactive interventions and mentally healthy environment

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3. Universities take steps to create an environment that facilitates and makes it easy for individuals and groups to adopt healthy behaviours, offering multiple and varied options and interventions.
4. Universities take steps to create a culture that prioritises mental health as important and are open and highly visible in doing so.

Enabling themes:

Leadership, strategy, and policy

2. Universities have an approach to mental health and wellbeing that is robustly evidence informed.

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing.

Stepchange Mentally Healthy Universities

Case for action:

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Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Curriculum and pedagogy: Review the design and delivery of the curriculum, teaching and learning to position health gain alongside learning gain.

Student Mental Health Bill

The bill includes measures to set out a duty of care to support student mental health.

Lesson 7 The SEJ Worksheet

Student Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.

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Progression

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Student voice and participation

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Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

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Educator Outcomes

The University Mental Health Charter

Learn:

Transition into University

3. Measures to support transition aim to promote wellbeing, efficacy, academic integration, and social connectedness.

Learning, Teaching and Assessment

1. Universities ensure that curriculum, take a holistic and inclusive view of learners using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.
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5. Universities clarify the role of academics in supporting student mental health and guide staff to maintain supportive, appropriate boundaries.
6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.

Progression

7. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.

Live:

Proactive interventions and mentally healthy environment

1. Universities promote mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.
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Enabling themes:

Leadership, strategy, and policy

2. Universities have an approach to mental health and wellbeing that is robustly evidence informed.

Student voice and participation

3. Universities work in partnership with students and staff to create a culture that supports good wellbeing

Stepchange Mentally Healthy Universities

Case for action:

Impact of mental illness: Poor mental health has negative consequences for the learning, work and lives of students and staff.

Students experiencing mental illness are more likely to withdraw from courses, or to underachieve, and are less likely to progress.

Whole University Approach:

The whole university approach empowers students and staff to take responsibility for their own wellbeing.

Domain Learn:

Curriculum and pedagogy: Review the design and delivery of the curriculum, teaching and learning to position health gain alongside learning gain.

Student Mental Health Bill

The bill includes measures to set out a duty of care to support student mental health.

Evaluating the Integration of the SEJ in your Setting

This document covers the following points in evaluating the success of the SEJ in your educational setting.

1. The importance of the evaluation
 2. What is Self-evaluation?
 3. The model of evaluation at Kingston University
-
1. It is vitally important to evaluate any intervention tools, which aims to improve overall wellbeing and student performance, so that we can objectively and critically assess whether it is of value and benefit to the audience. Equally it gives the opportunity to improve and develop the material and the delivery to best meet the needs of the student. It also is part of the overall aim to improve the teaching and learning experience for staff and students. Typically, the evaluation and monitoring are done at the end of the teaching year, however when the SEJ training is completed it would be an ideal time to evaluate the impact.
 2. Self-evaluation is a powerful tool that will help you become a better educator. Reflecting on and evaluating your teaching will give you insights into your teaching style, what works and improvements that can be made. You can apply these insights to the SEJ Process to better support your students and yourself. You may wish to consider these questions:
 1. What went well in this lesson? Why?
 2. What problems did I experience? Why?
 3. Was it “student centred”?
 4. What could I have done differently?
 5. What did I learn from this experience that will help me in the future?
 6. What can I put through the SEJ Process?

You will find 2 self-evaluation documents: one for the lecturer/teacher (Educator’s Self-evaluation) and another for students (Student Evaluation). Student feedback in the way of self-evaluation is a valuable skill to foster and develop for them as a learner but also gives you the opportunity to reflect from the learner’s perspective.

You can print these out to give out to students when the SEJ training is completed, they are available in the members area. For staff typically these documents are kept as documentation in the settings monitoring environment such as Quality Assurance/Enhancement and they can be completed once the SEJ Training is finished.

Educator Self-evaluation Form

In the Educator’s Self Evaluation form educators are asked the extent to which they agree to each statement, using a 1-5 Likert scale. This gives an insight into their student’s understanding of the SEJ, how it has impacted upon their studies and mental health. The first 5 questions are the same as students’ evaluation.

Student Evaluation Form

In the Student Evaluation form students are asked the extent to which they agree to each statement, using a 1-5 Likert scale. This gives an insight into the student's understanding of the SEJ, how to use it and in which way it will support with their mental health.

Educator Self-evaluation form

Educators must complete this form after their students have completed the SEJ Process Training.

Statement	None of the time	Rarely	Some of the time	Often	All the time
My students understand the SEJ Process	1	2	3	4	5
My students can use the SEJ Worksheet confidently	1	2	3	4	5
My students understand the link between the 4 bodies	1	2	3	4	5
My student is clear about what they are supposed to do if they need support	1	2	3	4	5
My students are aware of how their limiting thoughts affect them	1	2	3	4	5
My student's performance has improved this term/semester	1	2	3	4	5
The best things about this training are:					
The training could be improved by:					

Student Evaluation Form

Students must complete this form after the SEJ Process Training has been completed.

Statement	None of the time	Rarely	Some of the time	Often	All the time
I understand the SEJ process	1	2	3	4	5
I understand how to use the SEJ Worksheet	1	2	3	4	5
I understand the link between the 4 bodies	1	2	3	4	5
I know what to do if I need support	1	2	3	4	5
I am aware of how my limiting thoughts affect me	1	2	3	4	5
I am aware of how my feelings impact my choices	1	2	3	4	5
I am aware of how my feelings impact my actions / behaviours	1	2	3	4	5
I am aware of how my thoughts when believed impact my choices	1	2	3	4	5
I know how to question my thoughts	1	2	3	4	5
I am aware of how my thoughts impact my actions / behaviours	1	2	3	4	5
I am aware I am not my feelings	1	2	3	4	5
I am aware I am not my thoughts	1	2	3	4	5
I am more self-aware	1	2	3	4	5
I am aware I do not have to believe every thought	1	2	3	4	5
I can regulate my thoughts	1	2	3	4	5

I understand my thoughts are memories and not always relevant to the moment	1	2	3	4	5
I understand how I feel is dependent upon what I think (believe)	1	2	3	4	5
I feel more empowered	1	2	3	4	5
I feel more engaged	1	2	3	4	5
I feel I can reach my full potential	1	2	3	4	5
I am clear about what I am supposed to do if I need support	1	2	3	4	5
The best things about this training are:					
The training could be improved by:					

3. The model of evaluation at Kingston University

The SEJ was integrated into Kingston University to support students at Foundation Level in Science, Engineering and Computing in the Professional and Academic Skills module to empower and enable their smooth transition to the university. In order to monitor and enhance the students' experience and at the same time to evaluate the success of the SEJ, we have used a modified version of the standard Module Enhancement Plan (MEP) available at Kingston University.

Other educational settings are likely to have a similar monitoring process but here we have included 2 templates from Kingston MEP, one full version (Template 1) and one simpler version (Template 2) so that you may choose a template to work with to meet your needs. (Module Enhancement Plan Template 1 and 2). At Kingston these evaluation forms are completed at the end of the teaching year, however when the SEJ training is completed it would be an ideal time to evaluate the impact.

N.B. Monitoring Templates for research and impact are updated yearly, please ask for our most recent templates or view via your members area.

Module Enhancement Plan Template 1 (MEP 1)

Purpose: This full MEP focuses Module Leaders in evaluating the SEJ Process as a subject within the named module

Module:	
Subject:	The Self Empowerment Journey (The SEJ) Process
Name of Lead Person Module/Course/Subject	
Name of the Teacher/Tutor	
Academic Year:	
Class/Year Group:	
Training Schedule adopted:	
Cohort/Class size:	
Term/Period slot	

1. How have the actions (issues and risks) identified in last years MEP been taken forward?

*Please comment here on each action and identify progress and successes. Identify those actions that have not been completed and ensure where relevant these are included in the new issues and risks log. **This section is NOT applicable in the first year of running the SEJ training.***

2. General commentary on the performance of the SEJ Process during the last academic year

Please comment here any notable general changes/improvement arising from the integration of the SEJ at your setting for example, increased attendance, improved engagement, higher assessment score, more empowered.

3. Was the SEJ Process placed appropriately within the module?

You can explain here whether it was placed appropriately within the module

4. Was the training schedule option appropriate to the setting?

You can explain here if the training schedule was appropriate to the setting

5. Was delivery appropriate to the class size?

You can discuss here the Cohort / Class size and discuss if the mode and delivery was appropriate and suitable for the cohort/ class size

6. How were the aims/expectations of the SEJ Process met?

You can discuss if your reason for the integration of the SEJ Process were met, please explain with as much detail as possible.

7. What were the positive aspects of the SEJ delivery/experience? (one per line)	
Description	Evidence

8. Performance of the OVERALL module (impact upon the module once the SEJ Process was integrated)

In this section, please place an average mark for different elements from the module. E.g., if there are 3 elements, Element 1 would be the major component such as examinations. Elements 2 and 3 may be course work, practical work, or other assessments.

The second column is an Average Mark excluding mitigation ,withdrawals, or non-attendance.

	Average Mark element 1	Average Mark element 1 (excl mitigation,withdrawal, or non-attendance)
Module overall		

	Average Mark element 2	Average Mark element 2 (excl mitigation,withdrawal, or non-attendance)
Module overall		

	Average Mark element 3	Average Mark element 3 (excl mitigation,withdrawal, or non-attendance)
Module overall		

Student Evaluation of the Module Subject	Definitely Agree	Agree	Neither Agree nor Disagree	Disagree	Definitely Disagree	Non Applicable Don't know
	5	4	3	2	1	
The module subject is well organised and is running smoothly						
It was made clear from the start what I was meant to learn on this subject						
Staff are making the subject interesting						
Staff on this subject are approachable						
The way the subject is taught is helping me to learn						
The online and/or in class learning materials (e.g. Canvas, handouts) for this subject are supporting my learning						
There are opportunities for me to participate in class activities throughout the subject						
Staff on this subject supported me in answering my questions and in understanding the training						

9. Issues and Risks Log (one per line)					
Summary	Description	Evidence	Action(s)	Lead	Target date

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10. Possible changes identified for the SEJ Process based on outcomes and feedback received

11. Please confirm which of the following evidence has been used in the evaluation of this plan within the module:

Educator's evaluation	<input type="checkbox"/>	Student evaluation (i.e. early-module review/student surveys/ etc.)	<input type="checkbox"/>	External examiner comments/report	<input type="checkbox"/>
Other (provide details below)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Details of other evidence used to inform the MEP evaluation not listed above:

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COMPLETED ON BEHALF OF THE MODULE TEAM BY:

Name:	
Date:	

Module Enhancement Plan Template 2 (MEP 2)

Purpose: This simpler MEP focuses Module Leaders in evaluating the SEJ Process as a subject within the named module.

Academic Year	
Module Title	Class/Year Group
Name of Lead Module/Course/Subject	Cohort/Class size
Name of Teacher/Tutor	
Training Schedule adopted	Term/Period slot
1.	How has the action plan detailed in last year's MEP been taken forward?
<p><i>Please comment here on each action and identify progress and successes. Identify those actions that have not been completed and ensure where relevant these are included in the upcoming action plan . This section is NOT applicable in the first year of running the SEJ training.</i></p>	
2.	Identification of Good Practice
<p><i>Describe specific examples of good practice providing evidence to support this. How would you share or take forward these examples of successful good practice, what initiatives might be beneficial?</i></p>	
3.	Please confirm which of the following key monitoring information has been considered and the evaluation of such has informed the production of this MEP:
Delivery team evaluation <input type="checkbox"/>	Student Feedback <input type="checkbox"/>
External examiners/agencies reports or comments <input type="checkbox"/>	Student performance Data <input type="checkbox"/>
Collaborative partner evaluations <input type="checkbox"/>	Other (please state):

4.	Student performance
<p><i>Please comment here any notable general changes/improvement in student performance arising from the integration of the SEJ Process at your setting for example, increased attendance, retention, progression, improved engagement, higher assessment score.</i></p>	
5.	Action Plan for the following academic session
<p><i>(To respond to external examiners/professional bodies, further develop/embed good practice and to address any identified areas of improvement)</i></p>	
6.	Signatures
<p>This module evaluation has been prepared by the Module Leader(s)</p> <p>Signed: _____ Date: _____ (Module Leader(s))</p>	

Additional Resources Lessons 1-7

In this section you will find all additional resources listed in lessons 1-7. There are many more resources which support the integration of the SEJ in your setting which are not specific to lessons, these can be found in your SEJ members area.

At the end of the document, you will find a 'Members Area Resources List', here you can add the details of any additional resources that you specifically feel your setting would benefit from. We are continually adding to the resources so please look at your members area on a regular basis.

Useful Websites for Wellbeing Advice

1. Resources for Lecturers/Staff

Anna Freud: National Centre for Children and Families: <https://www.annafreud.org/>

Young Minds: A mental health charity committed to improving children's wellbeing and mental health:

<https://www.youngminds.org.uk/?gclid=EAlaIQobChMIxpK9hvuQ7QIVmljVCh3WVAheEAAYASAAEgLwB D BwE>

Student Minds: Student Minds is the UK's student mental health charity.

<https://www.studentminds.org.uk/>

Nightline Association: a charity that provides a confidential listening and information service for students in London. <https://nightline.ac.uk/>

Barnardo's: Barnardo's a British charity is the UK's largest children's charity founded by Thomas John Barnardo to care for vulnerable children.

<https://www.barnardos.org.uk/what-we-do/supporting-young-people>

Five Ways to Wellbeing. NHS website: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Every Mind Matters: Every Mind Matters (NHS) aims to help people take simple steps to look after their mental health, improve their mental wellbeing and support others.

<https://www.nhs.uk/every-mind-matters/>

Mind: Mind offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. <https://www.mind.org.uk/>

CALM: Calm produces meditation products, including guided meditations and Sleep Stories.

<https://www.thecalmzone.net/>

Samaritans: Samaritans is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide throughout Great Britain and Ireland, often through their telephone helpline <https://www.samaritans.org/>

Student Mental Wellbeing in Higher Education Good practice guide:

The Mental Wellbeing in Higher Education updated this guidance for senior leaders and managers, to support institutions in their promotion of mental wellbeing and in the support they provide for students experiencing mental health difficulties:

<https://www.m25lib.ac.uk/wp-content/uploads/2021/02/student-mental-wellbeing-in-he.pdf>

Office for Students: Insight 'Mental health: Are all students being properly supported?': This brief asks what approaches are being taken across the higher education sector to support them, and what more can be done.

<https://www.officeforstudents.org.uk/publications/mental-health-are-all-students-being-properly-supported/>

2. Resources for students

Young Minds: A mental health charity committed to improving children's wellbeing and mental health:

<https://www.youngminds.org.uk/?gclid=EAlaIQobChMIxpK9hvuQ7QIVmIjvCh3WVAheEAAYASAAEgLwB D BwE>

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"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."

John Lennon

Sitting in Silence SEJ Practice

The art of sitting, and doing nothing, enhancing your practice of the SEJ at Steps 2 and 3.

W/C Date:

When you sit do not attempt to think about the questions below, you must just sit and do nothing. When you have sat for a maximum of 20 minutes, only then use the questions to reflect on your Sitting practice.

1. Did the sitting time go quickly, or did it appear to go slowly? Or was there no concept of time?
2. Estimating, how long before you became lost in thought?
3. Estimating, how many times did you get lost in thought?
4. Estimating, how long were you engaged with each thought?
5. Were your thoughts varied or did you latch onto one or two thoughts? (If you latched onto a particular thought put it through the SEJ).

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1.	1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.	5.
Notes:	Notes:	Notes:	Notes:	Notes:	Notes:	Notes:

Sitting in Silence Practice Tips

Before you Sit in Silence

1. Notice any thoughts such as '*I can't be bothered today.*' Do not listen and continue your practice.
2. Great benefit is achieved when you 'meditate' in the same place, at the same time every day.
3. Prepare yourself, ensure you have an empty stomach.
4. Showering is conducive to cleaning the mind, clean body, clean mind.
5. Create a meditation space or room, creating this space will bring additional benefits to your practice. You may wish to consider:
 - a. Light a candle.
 - b. Have cushions to support your back if sitting on the floor, place underneath your bottom.
 - c. Place flowers in the room / space.
 - d. Add anything that you feel brings a sense of calm.
6. Prepare your meditation space, ensure it is clean. If you are away from your normal meditation room, make the space around you conducive to meditation as best you can.
7. Let everyone around you know that you do not wish to be disturbed.
8. Turn your phone off.
9. Complete any tasks so you do not take thoughts about them into your practice.
10. Make a conscious decision to leave all your thoughts, worries or concerns at the door of your meditation room/space.
11. Do not play music, there must be silence.
12. You can sit on a chair if necessary although sitting on the floor is best.
13. Sit upright in a comfortable position.

During your Sitting in Silence practice

1. Follow the full *Sitting in Silence Practice Instructions* or use the *Sitting in Silence Instruction Video* to support you.

2. Accept your mind may wonder but know you do not have to follow your thoughts. If you do complete the **Sitting in Silence Practice Worksheet**.
3. Do not add any new thoughts.
4. Breathe naturally, you can use the breath as a focus point. If the mind is distracted by focusing on the breath silence is achieved more easily.
5. If you become physically uncomfortable, you can stretch out, but keep your eyes closed ensuring your safety.
6. Come out of your practice gradually and in your own time.

After your Sitting in Silence practice

1. Complete the Sitting in Silence Practice Worksheet to gain a better understanding of your identification with the mind.
2. If you have judgemental thoughts about your meditation practice such as *'I can't do this'*, *'I'm not benefitting from meditation'* even *'I don't feel to carry on'*. Then put these thoughts through the SEJ Process.
3. Get support through the SEJ Practice Workshops where you can ask questions about your practice. See workshop information at your setting or to access personally go to www.staymentallyhealthy.org.uk

Sitting in Silence Practice Instructions

The 'Sitting in Silence Verbal Instruction Video' is available to support you if required.

Sitting in Silence Practice Instructions

- Sit with a straight spine in a comfortable position on a chair or floor.
- Close your eyes.
- Palms of your hands facing upwards on your lap, this makes you more open and receptive.
- Tilt your head slightly back until your focus naturally finds the centre between your eyebrows above the nose.
- Put your focus on the breath, focussing on the in and out of your breath, just noticing your breathing, you are not altering your breathing.
- You may notice thoughts come,
 - don't engage with your thoughts.
 - don't add any new thoughts either.
 - simply let them come and go.
- If you find you've lost yourself in thoughts, as soon as you notice, put your focus on your breath again.
- The moment you notice you are lost in thought you are conscious.
- Sit in silence for 11 minutes. The time can be adapted depending upon students and time restraints.
- Become aware of your physical body.
- Gently open your eyes when you are ready.

Vibrational Emotional Scale (V.E.S.)

Sometimes it can be difficult to pinpoint what we are feeling. This scale is provided as a guide only to support in 'noticing' your emotions at each step of the SEJ Process.

Love Joy Passion Freedom Euphoria Bliss Empowered
Happiness Gratitude Compassion Inspired
Confidence Open-Hearted Serene
Worthy Eagerness At Ease Light-Hearted
Hopefulness Acceptance Encouraged
Neutral point – Silence
Doubtful Insecurity Lonely Rejection Disappointment
Worry Pessimism Frustration Impatience Irritation
Anger Rage Hatred Fear
Sadness Abandoned Ashamed Anxiety Unloved
Despair Disempowerment Grief Depression Hopelessness

Physical Sensations Examples

These examples will help to connect you to what is happening in your body in relation to the thought you are believing.

Aglow, Achy, Alive, Airy

Bruised, Blocked, Brittle, Bubbly, Burning, Buzzy, Breathless

Cosy, Calm, Closed, Congested, Cool, Cold, Clammy, Clenched, Constricted, Constrained

Damp, Dark, Disappearing, Disconnected, Dense, Dizzy, Dull, Drained, Deflated, Dry throat

Empty, Electric, Energised, Expanding, Expansive

Fluid, Flowing, Floating, Fiery, Frantic, Frozen, Full, Fluttery, Faint, Frail, Fragile, Fuzzy

Gurgling

Hard, Heavy, Hot, Hollow

Imploding, Icy, Intense, Inflated, Itchy

Jagged, Jumbly, Jittery, Jumpy

Knotted

Light, Loose

Moving, Moved, Melting

Nervy, Nauseous, Numb

Open

Paralysed, Pounding, Pressure, Prickly, Pulled, Pulsating, Puffy, Pit in the stomach

Quirky, Quaking, Quiet, Quivering, Queasy

Radiating, Ragged, Raw, Restless, Relaxed, Releasing, Rigid, Red Hot,

Stretchy, Small, Spacious, Smooth, Shaky, Sore, Streaming

Sharp, Shivery, Soft, Spinning, Sticky, Still, Strong, Sweaty, Spacey, Suffocating, Soft, Stiff,
Sparkly, Slouched, Sensitive, Searing

Tender, Tense, Thick, Throbbing, Tight, Tingling, Trembley, Tickly, Twitchy, Tired

Wakeful, Warm, Wobbly, Wooden

Collective Beliefs Examples

Below is a list of collective thoughts believed, it is not an exhaustive list; it does however give you awareness of the sort of thoughts that can lead to stress and psychological suffering.

• I need to make a decision	• I don't want to look like a fool
• I can't do anything right	• I need a partner to be happy
• I am responsible for upsetting others	• I need a job to be happy
• There's too much to do	• I need money to be happy
• I don't have enough time	• They rejected me
• I need to understand	• They don't trust me
• I need to get it right	• I can't trust myself
• I can't get it wrong	• They think they know me
• I should know what to do	• People should not lie
• I don't know what to do	• People should show more respect
• I'm not good enough	• I know what I need to do, what is best
• I am a failure	• I am right
• I missed my chance	• Something bad is going to happen
• It is too late	• I should be different
• They should know better	• I'm too fat
• They should listen to me	• I am too thin
• I know what is best for others	• It is my fault
• I know I am right	• It is your fault
• I am worthless	• There's something wrong with me
• I have low self-esteem	• Women are too emotional
• Everyone is judging me	• The world is a bad place
• I know what they are thinking	• People are destroying the environment

• Life is difficult	• People are destroying our earth
• People should be grateful	• People are hurting our animals
• My boss / friends / family should appreciate me	• People should keep their promises
• People cannot be trusted	• People will let you down
• They do not care about me	• My body should be healthy
• I have no money	• I am a spiritual person
• Life is not fair	• I must work hard to survive
• I did it wrong	• I need to be in control
• I do not belong	• They made me feel this way
• People should not be angry	• I have a 'life's purpose'
• People should be more loving	• I need to know my life's purpose
• I'm no good	• I feel sad
• I am a total failure	• Nothing every goes my way
Add your own thoughts.	•
•	•
•	•
•	•
•	•
•	•

Members Area Resources List

Document Name	Members Area Resource Location	Document Description	Use of resource in the setting
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EXAMPLE: Mental Health Prevention and Early Intervention	Articles	Article written by Dr. Kishi, Kingston Uni about the SEJ as a transferrable skill.	To send to key members of staff to inform them about the SEJ as a transferrable skill.