

## Lesson 4 - 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.

### 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'.
2. Welcome the class and introduce yourself if required.
3. State what today's lesson topic is about if required.
4. Start the training video.
5. Pause video at Exercise 1 'The Four Bodies' (Exercise time 8 mins).
6. Restart the video.
7. Pause video at Exercise 2 'Hourly Emotion Monitoring' (Exercise time 12 mins).
8. Re-start video to the end of the presentation (Video total time 25:59 mins)
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: 52:59 minutes (includes lesson introduction and plenary)

#### 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.

1. We carry the past around with us.
2. When we believe our thoughts, we experience a limited version of ourselves.
3. To reach our full potential we need to connect to Truth.
4. Our thoughts influence our emotions and actions.

5. Our emotions are a barometer indicating whether we are listening to the True or false self.
6. There are 4 bodies. We need all 4 bodies to reach our full potential.
7. The True Self expresses through the lower 3 bodies, mind, emotions, physical.

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.

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