

## Lesson 7- 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 4<sup>th</sup> 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.