

## Lesson 4 - Exercise Support and Tips

### 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](mailto:enquiries@thesej.co.uk) or contact your SEJ Representative.

1. Educator to hand out:
  - i. Lesson 4 Exercise 1 ‘Four Bodies’
  - ii. 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 their Being’.
3. Lesson 4 Exercise 1 ‘Four Bodies’: Ask students to tick any thoughts under the first column on the exercise sheet, headed ‘Thoughts I believe’ that resonate with them.
4. Once a thought has been chosen, 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.
  - i. Emotional Scale
  - ii. Physical Sensations Examples
  - iii. Collective Beliefs Examples
6. Tell students not to rush but really be 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 not. 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 that 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 your SEJ (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:

#### **Exercise1. '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.