



High School

National FFA Organization

Lesson HS.42

LIFE BALANCE

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. I4 Balance personal and professional responsibilities

National Standards. NPH-H.9-12.3 — Reducing Health Risks — Develop strategies to improve or maintain personal, family, and community health



Student Learning Objectives. As a result of this lesson, the student will...

- 1 Define balanced life.
- 2 List and describe the benefits of a balanced life.
- 3 Identify factors that contribute to a balanced life.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Covey, S.R. *The 7 Habits of Highly Effective People*. New York, New York. Simon & Schuster, 1989.

Covey, S.R., et al. *First Things First*. New York, New York. Simon & Schuster, 1994.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ Transparencies HS.42.TM.A
- ✓ Copies of Assessment HS.42.Assess—one per student
- ✓ Copies of Activity Sheet HS.42.AS.A—one per student



Key Terms. The following terms are presented in this lesson and appear in bold

- ▶ Italics:
- ▶ Balanced Life
- ▶ Synergy



Interest Approach

To set the tone for this lesson, explain the following to students:



Today's a day of personal reflection as we focus on the impact of having balance in our lives. We'll record our thinking, reflect on our personal goals, and share with our classmates

Pose the following questions to the class:



Think about a person you know who is very successful. Think of the answers to the following questions: What makes that individual successful? What type of education does this person have? What personal skills does this person have to help them be successful?

Use the ME-YOU-US Moment to review the students responses to the question hat you just asked.



As we can see each of us value different characteristics when we are describing what makes an individual successful. However, what was the common theme in all of our answers. Can anyone share what that theme is?

Elicit responses: possible answers should be that the individual is able to manage many things; the individual is able to juggle many tasks at once.





That is exactly right we are looking at individuals that are successful because they are able to balance all aspect of their lives. These individuals are able to maintain a level of personal, professional, and social activities. We will each need to gain the skills needed to be able to manage a balanced life in order to be successful.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define balanced life



We're centering our attention today on "life balance" and how pursuing a balanced life might actually pay off in the long run. We've listed characteristics of someone we believe is successful and labeled them with three dimensions. Let's further define those three dimensions and discover what those dimensions have to do with a balanced life. Listen carefully as you take a few notes.

Using the writing surface, or HS.42.TM.A, provide the following information to the students. Instruct them to record the information in to their notes. Be sure to adequately explain the differences between the three dimensions. Ask a few students to give an example of each dimension.

- I. Each person has many roles or dimensions in their life. These include social/family, work/school, and personal dimensions. A **balanced life** is when a person has dedicated time and effort to improving themselves in all of these areas. However, there is no pre-determined correct amount for each of the dimensions. It is a personal decision to decide when each dimension is adequately addressed.
 - A. The social/family dimension is characterized by relationships. These relationships should be built on honest, open communication. Examples of these relationships could include marriages, boyfriends/girlfriends, good friendships, or families. Each person should have a clear goal of what they want in this dimension of their life, and then work towards achieving that goal.
 - B. The work/school dimension is characterized by the professional and/or school activities of a person. Obviously, depending on age, this could include work, school, or both. Far too often, people only measure themselves using this dimension, with little regards to the other two dimensions. This dimensions is only as important as the other two. As with the other dimensions, each person should have a clear goal of what they want in this dimension of their life, and then work towards achieving that goal.
 - C. The personal dimension includes health, character, mental, emotional, and spiritual components. Younger people often take this dimension for granted. However, it is never too early to address the personal dimension. Health includes things related to the physical body. A person's character is what they stand for and believe in. Mental



includes knowledge and thinking. Emotional involves feelings. Spiritual pertains to religious beliefs. Again, each person should have a clear goal of what they want in this dimension of their life, and then work towards achieving that goal.

Ask the following clarifying questions after the students have copied the information to verify they understand the concepts.



If a person was having problems with one of their friends, which dimension would they need to address?

Anticipated answer: social/family dimension.



If a person did not eat well, which dimension would they need to address?

Anticipated answer: personal dimension.



If a person did not do well in school, which dimension would they need to address?

Anticipated answer: work/school dimension.

Use a Picasso Moment to reinforce this content. After students have completed this task, have several students share their drawings with the class

Objective 2. Describe the benefits of a balanced life.



Now that we know about the three dimensions, let's explore the benefits of a balanced life. Why would anyone want a balanced life anyway? Wouldn't it be easier just to focus on one dimension at a time? It seems like a lot of effort to try to balance those three dimensions equally? What do you think? What are the benefits of living life balancing the three dimensions? Or do you think it would be better to just handle one dimension at a time?

Elicit responses for a few moments.



Let's see if the following information clarifies or solidifies your thinking. Feel free to add this information to your notes.

Use the writing surface or HS.42.TM.B and HS.42.TM.C to explain the following content to the students. Have them copy the information into their notes.

II. The benefits of a balanced life are:

A. One dimension does not detract from the others.

1. This would be the case when one of the dimensions is not addressed
2. Causing the other two dimensions to suffer.

B. The dimensions all help each other.

1. This will create synergy.
 - a. **Synergy** is achieved when all three dimensions work together to make the person better.



Objective 3. Identify factors that contribute to a balanced life



We've got the three dimensions. We're clear about the benefits of a balanced life. Now, how do we make that happen? How do we keep the balance without going crazy trying to hold it all together? Certainly it will take a level of self-discipline or honesty to live a balanced life. The benefits, as we've explored are worth the effort. Let's capture a few important questions we can use to create a life of balance.

Using the writing surface, or HS.42.TM.D, have students copy the following information into their notes.

III. The following three questions can help you determine the balance in your life.

- A. Do you have goals set for each of the dimensions?
- B. Are you working to achieve goals in all the dimensions?
- C. Are your goals in each dimension compatible?

Pass out HS.42.AS.A to students. Note: you may need to make a transparency copy of this activity sheet and complete it for yourself as an example for the students. Use a Me-You-Us Moment teaching strategy.



First, identify a goal in each dimension that you need to work on. Now, in the appropriate column, indicate if you are working towards achieving this goal and if this goal is compatible with your other goals.

Review this content using a Voice Modulator Moment.



Review/Summary



Today we discovered three important dimensions to living a life that's balanced. Be ready when I call on you to give an example from your own life for each of the dimensions.

Elicit responses from as many students as time permits.



Being an efficient leader-influencing those around us - requires focus and perspective. As we explore today, balancing the three big dimensions of our lives helps us stay grounded and healthy. Over the next few weeks, let's check in with one another about the choices we're making to stay balanced.



Application

►Extended Classroom Activity:

Invite a very successful person to class as a guest speaker. Ask them to address how they set and work towards goals in each of the three dimensions of a balanced life.



►FFA Activity:

Using Activity Sheet HS.42.AS.A, have students set goals specific to FFA .

►SAE Activity:

Using Activity Sheet HS.42.AS.A, have students set goals specific to their SAE.

✓ Evaluation

A written test, HS.42.Assess, is included to measure Objectives 1, 2, and 3.

Answers to Assessment:

1. When a person has dedicated time and effort to improving themselves in all of the dimensions of their life.
2. Social/family, Work/school, and Personal.
3. One dimension does not detract from the others and the dimensions all help each other.
4. Having goals set for each of the dimensions, working to achieve goals in all the dimensions, and the goals in each dimension compatible.
5. When all three dimensions work together to make the person better.



LIFE BALANCE

1. What is a balanced life.
2. What three dimensions contribute to a balanced life.
3. What are two benefits to a balance life.
4. What three factors contribute to a balanced life.
5. What is synergy.



DIMENSIONS OF A BALANCED LIFE

◆ Social/Family Dimension

➔ Relationships

◆ School/Work Dimension

➔ Professional Life

➔ School

➔ Both

◆ Personal Dimension

➔ Health

➔ Character

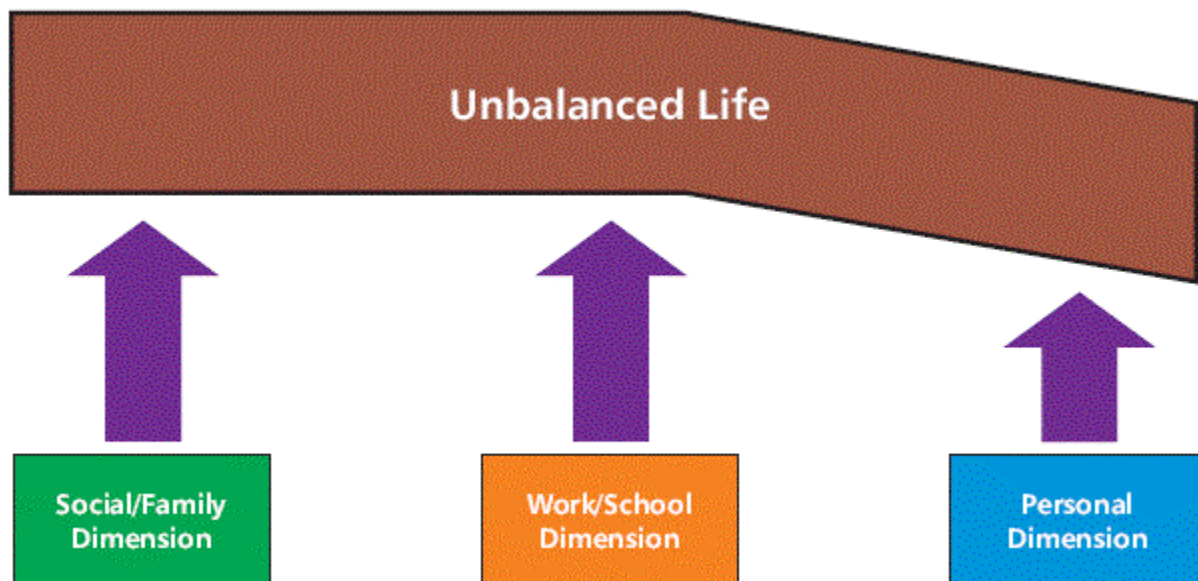
➔ Mental

➔ Emotional

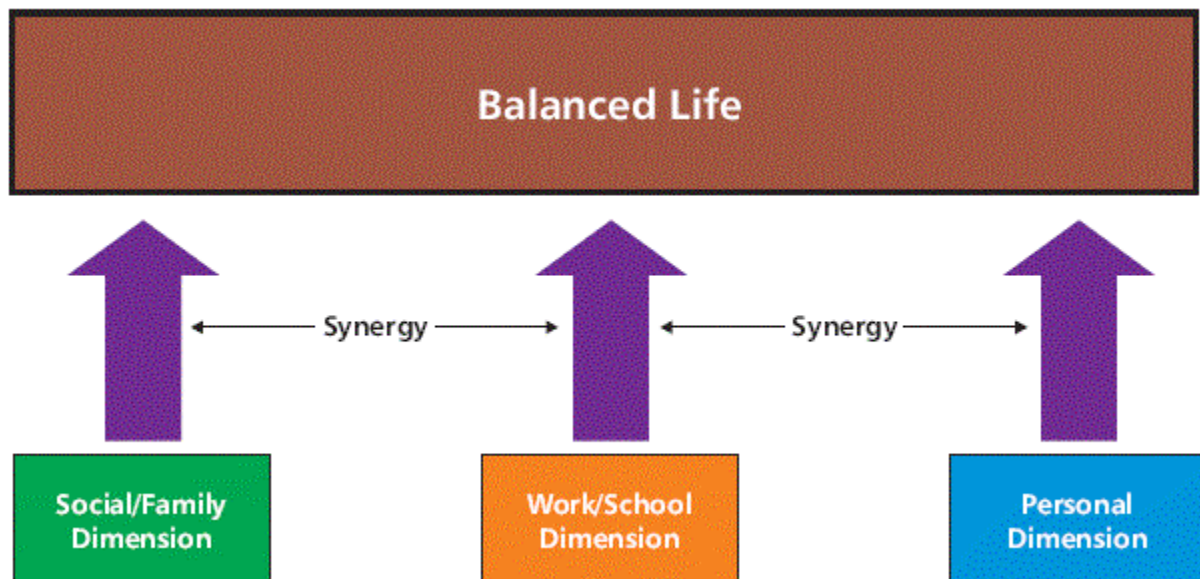
➔ Spiritual



UNBALANCED LIFE



BALANCED LIFE



FACTORS THAT CONTRIBUTE TO A BALANCED LIFE

- ◆ Do you have goals set for each of the dimensions.
- ◆ Are you working to achieve goals in all the dimensions.
- ◆ Are your goals in each dimension compatible.



IS YOUR LIFE BALANCED.

Dimension	Goal	Are you working to achieve this goal?	Is this goal compatible with your other goals?
Social/Family Dimension		Yes No	Yes No
Work/School Dimension		Yes No	Yes No
Personal Dimension		Yes No	Yes No

