

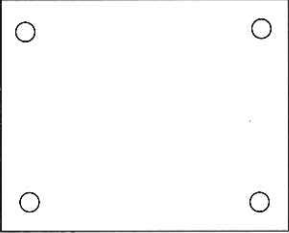
Personal Development: 10th - 12th Grade Series

Lesson 2 and 3: Understanding Life Balance

Estimated Lesson Length:	Approximately 2, 50 minute class periods
Recommended Grades:	10-12th
Related LifeKnowledge Lesson:	HS.42; Understanding Life Balance and HS.57; Developing Mutual Interest
Objective(s): The student will be able to:	
✓ Understand the Importance of Life Balance ✓ Utilize Life Balance Skills to Set Goals	
Materials, Supplies, Equipment, References and Other Resources:	
One piece of 6x6 inch construction paper (one per student); activity page (AS 4.6) for long time plan (one per student); Transparency copies of HS.42.TM.A and B (From LifeKnowledge Lesson Plan CD); yarn, glue, extra magazines and newspapers for cutting.	
  	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach	<i>Note to the substitute: This lesson is designed to last two days, please get as far as possible on the first day and then pick up with the activities on the second day.</i> To begin class, ask students to take out a piece of paper and list 5 to 10 goals that they have for themselves, and divide them into two categories – short-term and long-term goals. Give students a few minutes to complete this. Then ask students to label these goals according to three categories: Social/Family, School/Work and Personal. Ask students to raise their hands if they had exactly equal numbers of goals in each of the three categories. Congratulate them – they have balanced life goals! Everyone else – well you are unbalanced!	10-15 minutes
2. Discuss balanced/unbalanced life	  Show overheads labeled HS.42.TM.A and B. Discuss with students the three areas of one's life, and what a balanced life can do for people. Then show students the typical diagram of an unbalanced life.	5 minutes
3. Develop a long time plan	  Hand out activity sheets for students. (AS 4.6) Ask them to develop a long time plan for the next 10 years of their life, representing <i>balance</i> in their goals. They should be as specific as possible, trying to hit their long time goals by what they do in the next 10 years. Ask them to list for each box, what they hope to do during that time frame.	15 minutes
4. Develop identity squares	Pass each student the 6x6 inch squares of construction paper. They are to build a square that "frames" their lives and their goals for the future. They can use photographs, poems, sayings, magazine pictures, words, or whatever they want to build this square that represents who they are! Give them the rest of the class period to build their square – and even if they don't finish it, they need to come to class the next day with their square finished. This square should represent all the things that mean the most to them!	30 minutes
5. Present squares	During the next class meeting have students present their squares to the rest of the class, explaining what they included on their square and why. Then have each student hole-punch the four corners. See below:	20-30 minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
	 After students present, overlap the holes, and tie the squares together with small pieces of yarn. The end result should be a giant patch-work quilt made up of each person's square!	
6. Process with class	Ask students what they liked about this exercise. Hopefully they learned a little about their classmates. Ask students to list all of the class members on a piece of paper. On this paper ask them to write one new thing that they learned about each of their classmates. Although students go to school together, many students do not realize that they have a lot in common and school is the medium that can build mutual respect for one another.	5-10 minutes
7. Closure	Give each student a note card and ask them to write their name on the front. Then ask students to write the words "MUTUAL INTEREST" at the top of the card. Ask them how the quilt building activity promoted mutual interest, and ask them to list this on the card. Then ask them to write a sentence or two about how the FFA can promote mutual interest. Thank the students for their good work over the last two days. Please record their daily grades (as listed on the information page) on the attendance page and then turn the attendance page into the office.	5-10 minutes

Long Term Goals

Name: _____ Age: _____ Grade, School and Chapter: _____

Who I am now...	Who I want to be...

Goals for:	1 Year	2 Years	5 Years	10 Years
School				
School Related Activities and Leadership Roles (including FFA)				
Activities and Leadership Roles Outside of School				
Personal Development				
SAEP/Work/Career				