

<b>Unit #1 Title:</b> I Understand Me	
<b>Lesson Title:</b> Are You Balanced?	<b>Lesson</b> 3 of 3
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
SE.1.B.05: Develop strategies to balance family, school, and community roles.	
<b>American School Counselor Association (ASCA) Mindsets &amp; Behaviors:</b>	
Social/Emotional Development	

**Materials (include activity sheets and/ or supporting resources)**

Balance Scales (borrowed from math or science departments)
Small blocks or other manipulatives to weigh on scales that can be used as weights on the scales.
<i>Am I Balanced?</i> worksheets and pencils
Poster, chart paper and markers, or SMART BOARD

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	1. Speaking and writing standard English
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

	Fine Arts	
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**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will identify and categorize at least ten activities in which he/she participates.  
 The student will compare and contrast the amount of activities in each of the categories.  
 The student will identify at least one strategy to balance their activities and responsibilities.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will complete the worksheet and brainstorm strategies to keep their lives more balanced.

**Lesson Preparation**

**Essential Questions:** What does it mean to have balance in your life? How does having balance in a person’s life affect them?

**Engagement (Hook):** Have balance scales on tables and ask, “What do you think we are going to do today? *Hint: It has to do with different roles that students have.*”

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today.</li> <li>Distribute the worksheets and explain directions: Students will list a minimum of 10 activities in which he/she participates. Students will also categorize the activities into one of the four category boxes,( community involvement, friendship activities, school commitments, or family responsibilities and write the numbers on the “Total” line. Offer examples that can be written in each section to get students started. These could include : Computer time, phone(texting), sports, church, elderly family members, child care, clubs</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students will guess how the scales will be used in the lesson.</li> <li>Students complete the worksheets to visualize their life roles.</li> </ol>
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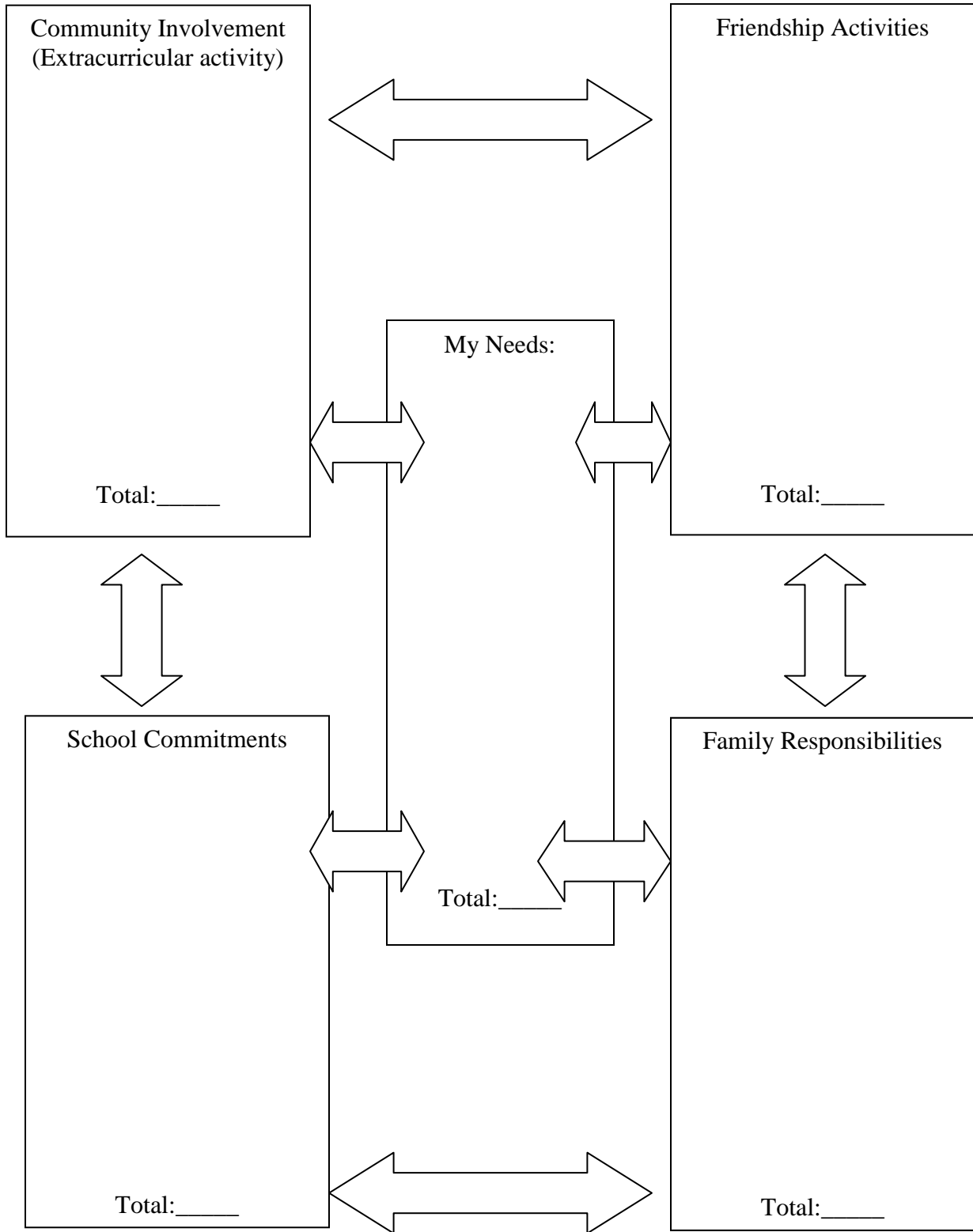
<p>3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.</p> <p>4. Explain to students how the scales work.</p> <p>5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas? Record what you need to change in order to make your life more balanced in the “My Needs Box”.</p> <p>6. End the lesson by asking students to brainstorm strategies to balance life. Record on the back of the worksheet. Offer opportunity for students to share their solutions.</p>	<p>3. Students will total the items listed on their worksheets.</p> <p>4. Students will use the scales to compare the “weight” of each life role area on their worksheets.</p> <p>5. Students will verbalize strategies to balance life roles.</p> <p>6. Students brainstorm strategies to balance life and have an opportunity to share ideas.</p>
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**Teacher Follow-Up Activities**

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

**Counselor reflection notes (completed after the lesson)**

## *Am I Balanced?*



Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.