

Balancing Life Roles



Concept
Mindset



Length
15-65 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students discover the importance of balance in their own roles and responsibilities through a physical experiment, self-reflective diagram, and creative writing activity.

Learning Objectives

By the end of this activity, students will:

- Understand the importance of achieving balance in their responsibilities and activities;
- Evaluate the roles and responsibilities that they need to balance;
- Prioritize responsibilities that are the most important

Driving Question

What roles do you play in life, and how can you balance them?

Future-Ready Skills

Responsibility

Time Management

Decision Making

Mathematics Skills

Prioritizing

Lesson Breakdown

10-15
minutes

[Activity 1 - Balance Challenge](#)

In this fun experiment, students try to balance some coins off of the side of a desk.

15-20
minutes

[Activity 2 - Responsibility Pie](#)

In this activity, students list off all the responsibilities and activities they perform in a day, and create a pie chart from the results.

20-30
minutes

[Activity 3 - A Day in the Life Story](#)

Students get creative in this activity, writing a story about how they might balance several roles in a day before things get a bit weird.

5-10
minutes

[Exit Activity - Balancing Life Roles Exit Slip](#)

Students complete an exit ticket, reflecting on what they learned about balancing their responsibilities and roles.

Xello Entry Point

In Xello, students can use the **Interests** inventory and **Storyboard** to record the activities that are important to them. These sections can be used to jumpstart a discussion about how students can keep all of their different interests and responsibility in balance.

Lesson Vocabulary

- Role
- Responsibility
- Balance
- Priority
- Work-Life Balance

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SMS 8. Demonstrate the ability to balance school, home and community activities.

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Balance Challenge



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15-20 Minutes

Inquiry Prompts

- What kinds of activities or responsibilities are you balancing now?
- Why is balance important?

Instructions

In this fun experiment, students try to balance some coins off of the side of a desk. They learn that the principles of balance apply to their responsibilities as well as to building a ledge of coins.

Check out this video to see how it's done: [Hoopla Kids Lab Balance Coins Experiment](#).

- 1 Challenge students to build a ledge of coins that overhangs a desk.
- 2 You can either have students work in groups with a pile of coins for each group, or ask for volunteers from the class to try to balance the coins over the edge of your desk.
- 3 If students are successful, ask them to explain how they were able to accomplish a balanced ledge.
- 4 If students cannot build the ledge, model it for them (see the video link above).

Message for students: Each coin plays a role in keeping the balance of the whole structure. Now imagine each of the coins is an activity or responsibility that you have, like school, chores, sports, etc. It's just as important for you to learn how to balance all of your roles and responsibilities.

Materials Required

- Pennies or nickels

Artifacts

None for this activity.

Responsibility Pie



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Length
15-20 Minutes

Inquiry Prompts

- What roles do you play in your life?
- How do you spend your time at school?
- How do you spend your time outside of school?
- How do you know what your big priorities are?

Instructions

In this activity, students list all of the responsibilities and activities they perform in a day, and create a pie chart from the results. They then reflect on the breakdown of the pie chart, evaluating how much time they want to spend on their various responsibilities.

- 1 Ask students to think about the roles they have right now, like student, son/daughter, teammate, friend, pet owner etc. Encourage them to consider the kinds of responsibility they have in each of those roles, like doing homework or chores, walking their dog, practicing soccer, etc. You can model this kind of thinking yourself, as you talk about your roles and responsibilities as a teacher, child, parent, etc.
- 2 Give each student a [Responsibility Pie worksheet](#). Ask them to list all the activities and responsibilities they do in a day. Remind students to add activities that they need to do each day, like go to school, eat, shower, brush their teeth, etc. They can choose a typical day or a day that's particularly challenging.
- 3 Next, they should indicate how many hours a day they spend on each activity or responsibilities. Convert each activity into a total percentage of time spent on it during the day.
- 4 In the pie chart, have students color in the percentage of the pie that they devote to each activity. Alternatively, students can add marks to the pie chart to indicate 5-minute marks like a clock. They can fill in the chart in 5-minute increments.
- 5 When finished, students should use the space provided on the worksheet to reflect on how well they feel they are balancing their activities and responsibilities.

Message for students: Even adults struggle to find balance with their responsibilities. The things you *have* to do, like school, are your priorities. Some of the things you *choose* to do can be juggled around to make sure you're not trying to balance too much.

Materials Required

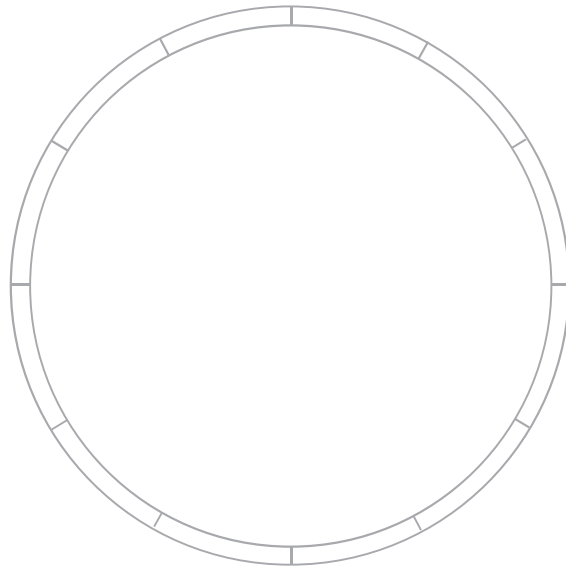
- [Responsibility Pie worksheet](#)
- Protractors and calculators
- Pencils, colored pencils, or markers
- Computers (table, phone) with Internet access (if you want students to upload artifacts)

Artifacts

Students can upload their **Responsibility Pie** charts to Storyboard where they can reflect on how to balance all of the responsibilities of their roles. They can also use the **Goals** section to set goals to find a more manageable balance in their lives.

Responsibility Pie

Think of all the activities you do in a day. List them below and estimate how many minutes you spend on each one. Then convert each activity into a percentage of your time. Remember: 24 hours in a day is equal to 1440 minutes a day. Use that percentage to create and color a wedge that represents the percentage of time you spend on the activity each day.



Activity	Minutes	Activity	Minutes
Sleeping			
School			

How well are you balancing all of your responsibilities? What could you change?

Name: _____

A Day in the Life



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Length
20-30 Minutes

Inquiry Prompts

- Why is it important to make sure you don't get too stressed out?
- How do you make sure your priorities get done while finding time for the activities you do just for yourself?
- How much of a say do you have in the responsibilities you have?
- What roles would you like to add or drop from your responsibilities if you could? Why?

Instructions

Students write a story about how they would juggle some activities and responsibilities. Choosing elements from a pool of prompts, students craft a tale that shows they know how to prioritize while using their imagination to save the world!

- 1 Give each student a copy of the [A Day in the Life story sheet](#).
- 2 As students create their story, they choose prompts from a pool that guide their writing. One prompt is a responsibility that is a priority to get done. Then, they're free to choose some other activities and responsibilities to prioritize. Then, just when they think they have a handle on things, they're called to play the most important role of their lives!
- 3 Ask students to read their stories and remark on how they juggled the more realistic elements of their roles.

Message for students: Okay, maybe you won't be responsible for saving the world (just yet). But learning to balance all of your responsibilities is a superpower that will help you now and in the future!

Materials Required

- [A Day in the Life Story sheet](#)
- Pencils, colored pencils, or markers
- Computers (table, phone) with Internet access (if you want students to upload artifacts)

Artifacts

Students can upload their **A Day in a Life** stories to **Storyboard**, where they can reflect on the challenges they have balancing their current responsibilities, and predict what challenges they might face in the future with balancing their roles.

A Day in the Life

Top Priorities

- Go to school
- Do my homework
- Work on a group project
- Clean my room
- Eat dinner with my family
- Set the table
- Take out the trash
- Go to the dentist

Extra Activities

- Make my bed
- Walk the dog
- Go to soccer practice
- Go to dance class
- Visit my favorite relative
- Go to my friend's birthday party
- Practice playing the piano
- Watch my favorite show
- Play video games

Sudden Events

- Aliens have landed
- There's a total power outage
- It's actually raining cats and dogs
- Every adult has disappeared
- Time has stopped
- I can hear animals talk
- I'm invisible

It began as a normal day. I knew I *had to* _____ . But I

Pick one prompt from the Top Priorities

also wanted to _____ . Here's how I fit it all in:

Pick one prompt from the Extra Activities

Phewf! I tackled my top priorities with time to spare for other activities. I was

minding my own business, when I suddenly noticed that _____

Pick one prompt from Sudden Events

_____ ! I had to act fast. So, I _____

Name: _____

Exit Slip: **Balancing Life Roles**



Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder:

Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder:

Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder: