

**Unit #1 Title:** I Understand Me

**Lesson Title:** Are You Balanced?

**Lesson** 3 of 3

**Grade Level:** 5

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.05.a.i: Develop strategies to balance family, school, and community roles.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**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

“Am I Balanced?” worksheets and pencils

Poster or chart paper and markers

**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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

Instructor Procedures:	Student Involvement:
1. Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today.	1. Students will guess how the scales will be used in the lesson.
2. Distribute the worksheets and explain directions: Students are to list their involvement, activities, etc. in each of the categories boxes, and write the numbers on the "Total" line. Offer examples that can be written in each section to get students started.	2. Students complete the worksheets to visualize their life roles.
3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.	3. Students will total the items listed on their worksheets.
4. Explain to students how the scales work.	4. Students will use the scales to compare the "weight" of each life role area on their worksheets.
5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and	5. Students will verbalize strategies to balance life roles.

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?	
6. End the lesson by asking students to brainstorm strategies to balance life. Record their list on a poster.	6. Students brainstorm strategies to balance life.

**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)**

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