**Lesson 7: Balancing My Responsibilities**

**Overview**: Students learn how to maximize their time by implementing boundaries; setting priorities; recognizing when to reach out to resources; and practicing self-care strategies. Students will discuss how to maintain balance between their family, friends, school, extracurricular activities, work, and community responsibilities to benefit mental-emotional health and overall well-being.

National Health Education Standards

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 2:** Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

**Standard 6:** Students demonstrate effective goal-setting skills to enhance health.

Healthy Behavior Outcome (HBO):

|  |
| --- |
| Students will recognize influences that impact their ability to manage personal responsibilities to support their mental health. |

**Lesson Objective**- Students will be able to:

|  |  |
| --- | --- |
| **Objective** | **Assessment** |
| 1. Describe their family, friends, school, extracurricular activities, work, and community responsibilities. | Attachment 7.1 Balancing My Responsibilities |
| 1. Prioritize activities and identify boundaries or activities to limit. | Attachment 7.1 Balancing My Responsibilities |
| 1. Identify resources (people, activities, and strategies) to help balance responsibilities and support mental health. | Attachment 7.1 Balancing My Responsibilities |
| 1. Recognize when help is needed to balance tasks, responsibilities, and priorities | Attachment 7.1 Balancing My Responsibilities |
| 1. Plan to allocate time to maximize effort, time, and resources to meet personal goals. | Attachment 7.1 Balancing My Responsibilities |

Introduction:

* *Icebreaker* –Can you think of a time you felt busy, stress, anxious, or nervous about an important event or activity. Example: I felt \_\_\_\_\_\_\_\_ (stressed, anxious) because \_\_\_\_\_\_\_ (e.g. test, work, deadline). What did you do to manage your feelings and maximize your performance? What did you do to think and act in healthy ways?
* What do you think of when I say balance? Steady; state of equilibrium; equal proportions.
* We will be taking a closer look at balancing daily responsibilities including family, friends, school, extracurricular activities, work, health, and community activities. Balancing responsibilities and activities can help prevent feeling stressed or anxious and maximize your efforts. When we balance our responsibilities and take care of ourselves; we are productive; we are healthy including enhanced physical health, relationships with others, performance in school, work, and extracurricular activities; and more likely to serve others in our community.
* We achieve balance in our life by managing our responsibilities with our time and effort. Setting boundaries is a helpful strategy to achieve balance. Boundaries can be set for activities to limit. We can set priorities for activities to complete. Strategies can be applied to help maximize our time and energy to maintain a healthy balance with your daily responsibilities. Resources, supports, and trusted adults can be used to help maintain boundaries, regain balance, and energize our effort towards our goals.
* In this lesson, you will map out a time management plan that includes boundaries and strategies to help balance your responsibilities.

Teaching Steps:

Activity 1: Distribute Attachment 7.1 – Balancing my Responsibilities

* Student Independent Work - Have students answer the first section (Attachment 7.1a) to describe their personal responsibilities they have for each category (family, friends, school, extracurricular activities, work, and community). If they do not have responsibilities in the category listed, such as *work,* have them put *N/A* or *does not apply to me.*
* Give students the opportunity to share their answers.
* Examples of answers include:

|  |  |
| --- | --- |
| **Family** | * Watching younger siblings * Chores |
| **Friends** | * Social events * Spending time on social media |
| **School** | * Homework * Study for tests * Attendance |
| **Extracurricular Activities** | * Practice schedule * Staying in shape * Follow through with demands of club or sport |
| **Work/Job** | * Attendance * Work performance tasks |
| **Community** | * Volunteer * Faith Services |

* Have students answer the additional questions on Attachment 7.1. Then discuss the following process questions.
* How will your responsibilities change in the future as you get older?
  + Living on your own; paying bills; starting a family; etc.
* Why are responsibilities important?
  + We must meet our responsibilities to be healthy (e.g. physical, mental, occupational, financial, social, etc.)
* Why is it important to balance our responsibilities?
  + So, we take care of our health while following through on our responsibilities. There is also a sense of achievement when we accomplish our responsibilities and this in turn enhances our MEH. When we have positive MEH, our other areas of health are enhanced such as, our relationships with others, performance at school, extracurriculars, work, and service to our community.
* What can happen if our responsibilities become too overwhelming?
  + We might feel stressed or anxious. Other aspects of our health might be impacted.
* How can we be sure we are meeting our responsibilities and taking care of ourselves?
  + Set priorities and boundaries to help us manage and maximize our time.
* Who could support you when life stressors become too overwhelming?
  + Parents/Guardians, counselor, teacher, coach, youth leader, etc.
* Today’s lesson will focus on identifying our responsibilities, priorities, and boundaries to maximize our day and balance our responsibilities with our free time.

Activity 2: Setting Priorities

* Let’s think about some boundaries (activities to limit), priorities, and strategies (helpful practices) that we need to put in place to help balance our daily responsibilities to positively impact our ME health:
* Set Priorities - This practice helps to ensure there is progress toward your goals. Productivity is a likely result from setting priorities, and this can lessen overwhelming feelings because energy in the day was used wisely.
* Activities to Limit
  + Limit screen time (computer, video games, phone, TV, etc.)
  + Time wasting activities - Recognize how certain activities, such as time on social media and gossip/drama do not lead to a productive outcome and can impact how I feel and my motivation toward my responsibilities.
  + Saying “no” to additional responsibilities that time does not allow.
  + If you need help to determine if it is a priority or an activity to limit reach out to a trusted adult for advice.
  + Strategies to maximize your time
* Prioritize and Plan
  + Planning the day before
  + Set goals and priorities. Use a checklist of tasks for things that must be done, should be done, and could be done.
  + Planning out your day leads to productivity and reduces stress. It is also a good strategy to get more time in your day for the things you enjoy because daily routines were done in a prepared, efficient, and relaxing manner.
* Have a positive mindset and take time for self-care (\*refer to self-care activity practice from Lesson 1)
* Reaching out to a trusted adult when help is needed.
* Be flexible and bounce back (resiliency) when things don’t go as planned.
* Delayed gratification - doing the things you need to do before the things you want to do.
* Stay Focused – Use Mindfulness Activities (ex. Deep breathing, grounding, etc.); here is a mindfulness activity to help regain focus:
* Be aware of influences. There are positive and negative influences in our lives that can impact how we follow through or do not follow through on our responsibilities; this includes our motivation toward our responsibilities as well.

Activity 3: Attachment 7.1b Time Management Plan for ME health

* How do you currently manage your time?
  + Apply your list of priorities across each day. Include the time allotment for your specific responsibilities for school, extracurricular activities (sports, clubs, etc.), work, family, friends, health enhancing activities, like sleep and exercise, community service, and other possible responsibilities you may have.
* Is the schedule above the best way to spend your time to balance your responsibilities to enhance or maintain your ME health?
  + What supportive strategies (helpful practices) or boundaries (activities to limit) do you need to put in place to enhance or maintain your ME health?
* How will these boundaries and strategies help to enhance or maintain your ME health?
* Attachment 7.1c is available to make a daily plan by hour.
  + Give students the opportunity to share highlights from their Time Management Plan.

Closure:

* What are the benefits of creating time management plan?
  + Possible answers include: More time in my day to do things I enjoy; lower stress and anxiety; have a sense of achievement which enhances my ME health and other areas of my life; increased motivation toward my responsibilities, etc.
* So, what are some key elements to managing your time and maximizing your day?
  + Setting goals and priorities, boundaries, understanding influences, and using strategies like mapping out your day, energizers, or refocusing.
* Now what are some strategies you will take away from today’s lesson and apply to your life to manage your time and responsibilities?

Attachment 7.1a: Prioritize ME Health

List the responsibilities/activities you have for each category. If you do not have responsibilities for a certain category, simply put *N/A* or *does not apply to me*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Activity** | **Priority** | | |
| **Home or Family** |  | High | Medium | Low |
|  | High | Medium | Low |
| **Friends/ Social** |  | High | Medium | Low |
|  | High | Medium | Low |
| **School** |  | High | Medium | Low |
|  | High | Medium | Low |
| **Extracurricular Activities** |  | High | Medium | Low |
|  | High | Medium | Low |
| **Work/Job** |  | High | Medium | Low |
|  | High | Medium | Low |
| **Other** |  | High | Medium | Low |
|  | High | Medium | Low |

List your most important priorities, goals, or most important activities that need to be accomplished.

List two influences that could make it difficult or challenging to manage your time and responsibilities.

What do you recognize when need help balancing your tasks, responsibilities and priorities?

Make a list of priorities or tasks you need to complete

|  |
| --- |
| **Priorities** |
|  |

What are some boundaries (setting limits on activities) or strategies (adding support) for balancing our daily responsibilities to maintain our MEH?

|  |
| --- |
| **Boundaries** |
|  |

Who can provide support or what strategies can you use when life stressors become demanding and seem overwhelming.

|  |  |
| --- | --- |
| **Resources** | **Activities** |
|  |  |

Attachment 7.1b: Time Management Plan

In a typical week, how do you currently manage your time? Include the time allotment for your specific responsibilities for school, extracurricular activities (sports, clubs, etc.), work, family, friends, health enhancing activities, like sleep and exercise, community service, and other possible responsibilities you may have

|  |  |  |
| --- | --- | --- |
| **Day** | **Activities (List then rank by importance)** | **Time Needed** |
| **Monday** |  |  |
| **Tuesday** |  |  |
| **Wednesday** |  |  |
| **Thursday** |  |  |
| **Friday** |  |  |
| **Saturday** |  |  |
| **Sunday** |  |  |

I can maximize my day by setting boundaries, using strategies, and reaching out to helpers.

|  |  |  |
| --- | --- | --- |
| **Boundaries** | **Strategies** | **Helpers** |
|  |  |  |

When I maximize my day, I feel \_\_\_\_\_\_\_\_\_\_\_.

Attachment 7.1c

\*Optional Daily Schedule. If needed, you can map out each day to maximize your time.

*School Day*

|  |  |
| --- | --- |
| Time | Activity |
| *Sleep \_\_\_ total hours from \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_* | |
|  | Wake up |
|  |  |
|  |  |
|  |  |
|  |  |

*Weekend Day*

|  |  |
| --- | --- |
| Time | Activity |
| *Sleep \_\_\_ total hours from \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_* | |
|  | Wake up |
|  |  |
|  |  |
|  |  |
|  |  |