

Year 11	Lesson 5 Balancing Your Life
Ground Rules	Slide of ground rules
Warm-up	<p>Introduction outlining components of balanced life and how an unbalanced one can affect our mental health</p> <p>In Groups of 4 Exercise:</p> <ul style="list-style-type: none"> • Each group is assigned one of the following areas: <ul style="list-style-type: none"> – Poverty – Education – Family – Neighbourhood – Health • How might this impact on the balance in people’s lives? • Share this with the class <p>Feedback and discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback
Lesson Aims	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> • Understand the importance of balance in our lives and how lack of this can impact on our mental health
Balance And Quality Of Life	<p>Balance is not about time management, it about choices and aligning them</p> <p>Quality of life, what it means to us and what has shaped it</p>
My View Of What A Good Life Is	<p>Personal Exercise:</p> <ul style="list-style-type: none"> • From the list below, choose and rank in order of importance the top 5 that define what a good life is • Be prepared to share these with the class <ul style="list-style-type: none"> • Time with your family • Rewarding work • Religion • Money • Health • Cars • Education • Big house • Good job • Children • Holidays • A tidy home • Clean clothes

	<ul style="list-style-type: none"> • A balanced chequebook • A roof over your heads • Food in the fridge • Friends, extended family
What This Tells Us	<p>Class Discussion:</p> <ul style="list-style-type: none"> • What does the different class responses tell us? • What might influence our thoughts? <p>Feedback and Class discussion – use Not Everyone Wants The Same Things, possessions are not the driving force for all people</p> <ul style="list-style-type: none"> • Teacher can record as appropriate <p>Options, influences, choices, jobs and evaluating</p>
Have It Now Culture	<p>In Pairs:</p> <ul style="list-style-type: none"> • Some people say we are living in a ‘have it now’ culture • What do you think fuels this? • If people can’t get what they want through hard work and education, what other ways might they try to achieve it? • What could be the consequences of this? • Share this with the class <p>Feedback and Class discussion – use examples as comparisons</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
Success	<p>How do you measure success, people have differing visions of success</p> <p>Who is the most successful, it depends on values and priorities</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • A couple decided before they married that they preferred their careers and material things to having children • They are now both 40, happily married, have good jobs and salaries, large house, nice cars, good social life and lots of holidays • The wife discovers she is pregnant and although initially a bit shocked, is now delighted • List the possible impact on the balance of their lives, changes in lifestyle, feelings and relationships, and the effect it might have on their mental health <ul style="list-style-type: none"> • Teacher can record as appropriate <p>Reviewing your life balance as it changes with your circumstances – doing this is good for your mental health</p>
Values, Priorities And Preferences	<p>In Groups of 4:</p> <p>Balance in Life</p>

	<ul style="list-style-type: none"> • Watch the video and identify your values, priorities and preferences • What would you give up to achieve these if you could not have them all? • What drove your choices? • Each group will present their thoughts <p>Feedback and Class discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Help and Support</p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the ‘Your guide to children and young people’s emotional health services</p>
<p>Evaluation</p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> • Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.