

Work/life balance

13

Recommended:
Year 13



Length:
100 minutes

About this lesson

To explore strategies to maintain a healthy education/life/work balance, students will assess how current work/education demands affect their free time and explore strategies for maintaining a healthy work-life balance now and in the future.

Learning objectives

By the end of this lesson, students will:

- assess how their current work (education) demands affect family life, free time, etc.
- identify the work demands of a career of interest
- explore strategies for maintaining a healthy work-life balance now and in the future

Driving question

How can I maintain a healthy life-work balance now and in the future?

Future-ready skills

Self-management

Resiliency

Flexibility

Organisation

Focus

Self-motivation

Lesson breakdown

30
minutes

Activity 1: Balancing act

In this activity students will add recent past, current, and upcoming **Experiences** (work, volunteer, education, and life) to their profile, and assess how these demands affect family life, free time, etc.

55
minutes

Activity 2: Xello lesson: Work/life balance

Direct students to complete the Xello lesson titled **Work/life balance** to explore what their balance is like now, while they're in school, and consider their future balance in a career.

10
minutes

Activity 3: Strategies for success

In this activity, students will set realistic goals to help them achieve an ideal work-life balance.

5
minutes

Optional activity - Self-confidence boost

Getting rid of negative thoughts and thinking positively can go a long way in reducing stress. Before leaving class or signing off today post self-motivating statements with post-it notes or in a class forum. Take a minute to read others' and think about environments where you share the same self-confidence.

Xello entry point

Before starting this lesson students need to save 3 careers and be familiar with their **About me** profile.

Vocabulary

- Mental health
- Physical health
- Stress
- Balance
- Demand
- Prioritise
- Work hours
- Overtime
- On call
- Work travel

Benchmarks & Curriculum

Gatsby Benchmark 2: Learning from career and labour market information

Activity 1: Balancing act

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30 minutes

Inquiry prompts

- What skills and strategies help me to manage stress?

Before you begin

- Ensure students can navigate to their Xello **Experiences** timeline in their **About me** profile.

Teaching strategies

In this activity, students will outline their commitments (work, volunteer, education, and life) that demand time beyond school or college to help them identify and reflect on times when it's challenging to balance their various roles.

- 1 Provide the [instructions](#) on the next page to your students.

Materials required

- [Student instructions](#)
- Computer or tablet with internet access

Artefacts

Students will add and reflect on 5-10 commitments and/or events (work, volunteer, education, and life) to their Xello **Experiences** timeline.

Balancing act

Student instructions

Your ability to balance your learning and other commitments is not easy. When you are able to self-manage your various responsibilities you're more likely to be mentally, physically, and emotionally prepared to learn. But don't worry, these self-management skills, like social, emotional, and resiliency can be developed to help you better manage stress and maintain a positive well-being. Start by identifying how you have managed stress in the past to help you recognize these strategies when work/life balance seems to sway one way.

- 1 In your Xello **About me** profile, add 5-10 recent past and current experiences to your **Experiences** timeline. This could include:
 - **Work** related experiences like job shadowing or paid work
 - **Volunteer** experiences like being a peer tutor, helping out in the community, or active school council member
 - Formal **Education** experiences like working towards your A levels or taking extra courses.
 - **Life** experiences such as performing at a local event, participating at a robotics competition, succeeding on an outdoor educational trip, completing first aid training, receiving recognition for environmental leadership, passing a graded music exam, or earning a new belt in martial arts.
- 2 For each experience you add include a brief reflection about:
 - What you liked: this could include details about the people you worked with, the goals you reached, or the tasks you completed.
 - What you found challenging: consider times when it was difficult to balance this with other roles. What skills or strategies did you use to be successful? (eg. flexibility, organization, staying focused, self-motivation, and working under pressure).
 - What you learned: capture the skills you practised and describe how these could be transferred to other experiences.
- 3 Optional: Did you identify any skills within these experiences that you have not yet added to your skills inventory on your Xello profile? If yes, add and rate them.

Activity 2 - Xello Lesson: Work/life balance

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Length:
55 minutes

About this activity

In Activity 1, students added recent past, current, and upcoming experiences (work, volunteer, education, and life) to their profile, and assessed how these demands affect family life, free time, etc.

Now that your students have been introduced to the concept of work/life balance, it's time to dig into the **Work/life balance** lesson in Xello! Students will assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.

Inquiry prompts

- What do you think work/life balance means?
- Is work/life balance important to you?
- What does a balanced lifestyle look like to you?
- What roles and responsibilities are you balancing right now in your life?
- What roles and responsibilities do you think you'll have to balance as you get older?
- Why do you think many people struggle with work/life balance?

Before you begin

Before diving in with your students:

1. Create a copy or download the [Work/life balance slide presentation](#) to use as a helpful teaching aid before and after the Xello lesson.
2. Review the slides (including the speaker notes section) for suggested discussion strategies and prompts.
3. Update slide 5 of the presentation with your students' Xello sign in format. If you don't know your students' Xello login format check out [Sign in to Xello](#) for support.

Teaching strategies

Use the following strategies to set your students up for success:

- 1 Before students start the Xello lesson, take 5 minutes to have them review and consider the inquiry prompts from the **Warm up** activity slide of the [Work/life balance slide presentation](#), or choose your own. Advise students to keep these questions in mind as they complete the lesson. You will revisit these questions with them in the **Exit activity** afterwards.
- 2 Help your students log in to their Xello account. Project your screen as you model how to navigate to the lesson using your demo student account. From the student dashboard, click on a lesson to get started. If the lesson you want isn't visible, access it by selecting **View all lessons** below the lessons shown.
- 3 Students finished early? If students have time after completing the Xello lesson, encourage them to add and rate skills related to work/life balance in

Materials required

- Computers or tablets with internet access
- Whiteboard/projector
- [Work/life balance slide presentation](#)

Prerequisites

- Save 3 careers

Artefacts

Students will complete the Xello lesson: **Work/life balance**.

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their skills section in Xello.

- 4 Once students have completed the Xello lesson, return to the [Work/life balance slide presentation](#) to have students revisit the inquiry prompts you posed at the beginning of class.
- 5 **Classroom discussion strategy: I used to think: Now I think:** Encourage students to share how important they think having work/life balance is. Students can use a scale from 1-3 to rate importance. A rating of 1 equals not important, a rating of 2 equals important, and a rating of 3 equals very important.
- 6 Ask students if their thoughts about the importance of having work/life balance have changed or stayed the same since completing the Xello lesson. Example: I used to think knowing work/life balance was important (a rating of 2) but now I think it is very important (a rating of 3).
- 7 If their rating has changed, what do they think caused this change in thinking? If their rating has stayed the same, why?

Activity 3: Strategies for success

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Length:
10 minutes

Inquiry prompts

- How can I achieve a healthy work/life balance in the future?

Before you begin

- Ensure students can navigate to their Xello **Experiences** timeline in their **About me** profile.

Teaching strategies

In this activity, students will evaluate their current and upcoming commitments and set realistic goals that will help them achieve an ideal work-life balance.

- 1 Provide the [instructions](#) on the next page to your students.

Materials required

- [Student instructions](#)
- Computer or tablet with internet access

Artefacts

Students will outline a set of self-management strategies in their **Experiences** timeline to help them maintain a healthy work-life balance during an anticipated stressful period.

Strategies for success

Student instructions

Look at your current and upcoming commitments, including your learning workload. Do you have any big projects or exams that may require more time and focus? How do you plan to balance the increased workload with other commitments, while still making time for hobbies and activities you enjoy?

- 1 Select a particular time in the near future that you anticipate to be more challenging to balance. For each relevant commitment on your **Experiences** timeline add a self-management tip (under “What I found challenging”) for yourself. Hints:
 - How will you manage your stress? Will you schedule time to exercise or engage in a hobby you enjoy?
 - How will you stay motivated? What will help you stay focused?
 - How will you manage your time? Are some commitments more flexible than others? What should you prioritise first?
 - How will you work under pressure? Will you breakdown overwhelming large projects into smaller achievable tasks?