



15: The Power of Work-Life Balance

A 7-12 Lesson on Managing Responsibilities, Protecting Wellbeing, and Living with Intention



Introduction for the Facilitator

This lesson introduces students to the essential concept of **work-life balance** so they can manage school, responsibilities, and personal goals without sacrificing health, joy, or connection. For teens balancing academics, extracurriculars, family expectations, jobs, and social life, this skill is critical.

Work-life balance helps students protect their time, energy, and mental health. It teaches them to prioritize what matters most, set boundaries, and build routines that leave space for both progress and rest. It also helps them notice early signs of burnout and take small steps to reset.

This mindset becomes a lifelong part of their **personal competitive advantage**, helping them stay consistent and energized as they grow. It supports the healthy, intentional **lifestyle** they want to live.

This lesson includes:

- **A Real-World Scenario** that brings balance into focus
- **8 Group Discussion Questions** with follow-ups
- **8 Journal Prompts** (draw or write)
- **10 Activities** to explore and build balanced routines
- **A printable Worksheet** to reflect and plan for better balance



Real-Life Scenario

You're exhausted. Homework is piling up. You said yes to helping with something after school. Your group project is due. You haven't had time to rest, hang out, or even eat a real meal.

You snap at a friend. You miss a deadline. Then you feel worse.

Something has to give.

You decide to ask for help, take a walk, and make a list. You go to bed earlier. You set limits next time.

That's work-life balance. It's not about doing everything. It's about doing what matters—and protecting your energy along the way.



Group Discussion Questions

1. **What does work-life balance mean to you?**
Follow-up: Why is it hard to find balance sometimes, especially as a student?
2. **What happens when we don't make space for rest or fun?**
Follow-up: How can too much "hustle" backfire?
3. **How do we know when we're out of balance?**
Follow-up: What signs show up in your mind, body, or mood?
4. **What's the difference between being busy and being fulfilled?**
Follow-up: How do you want your days to feel?
5. **Why is it okay to say "no" sometimes, even to good things?**
Follow-up: What are healthy ways to set boundaries with your time?
6. **How do we make time for both goals and wellbeing?**
Follow-up: What small routines help protect that balance?
7. **How does practicing work-life balance build your personal competitive advantage?**
Follow-up: How can it help in school, jobs, or leadership roles?
8. **What kind of lifestyle do you want to live?**
Follow-up: What kind of balance will help you build that life?



Journal Prompts

(Students can write or draw their responses depending on learning style or preference.)

1. **Write or draw about a day that felt out of balance. What would you change about it?**
2. **Describe your ideal day or week. What would it include, and how would it feel?**
3. **List the things that refill your energy. How often do they happen now?**
4. **Sketch your “Balance Meter.” What throws it off and what resets it?**
5. **What’s one area where you’re doing too much right now? What might you adjust?**
6. **What boundaries could help you protect your time, health, or joy?**
7. **What’s one habit that helps you feel calm and steady when life feels busy?**
8. **How can work-life balance help grow your personal competitive advantage?**



Activities

1. **My Balance Pie Chart**
Students create a circle chart showing how they spend time in a typical day or week. Then reflect on what’s missing or what feels “too full.”
2. **Energy Inventory**
Students list what gives and what drains their energy. Use this to plan a more balanced day or week.
3. **Mini-Boundaries Brainstorm**
Create simple boundaries like “No phones during homework” or “30 minutes of downtime after school.” Share ideas and commit to one for a week.
4. **Yes-No-Maybe List**
Students make a list of things they must do, want to do, and could say no to. Helps clarify priorities.
5. **Relaxation Practice Rotation**
Try calming strategies like stretching, breathing, journaling, or listening to music. Reflect on which ones helped the most.
6. **Visual Schedule Building**
Students sketch their school day + evening and add blocks for rest, homework, meals, and fun. Compare to how they actually spend time.
7. **Balance Roleplay**
Students act out scenarios where someone feels overwhelmed. Others jump in with ideas to reset or balance their schedule.
8. **Values vs. Time Match-Up**
Students list their top 3 values (family, health, fun, learning, etc.) and match them to how much time they currently spend in those areas.
9. **Declutter Your Calendar**
As a class or individually, reflect on one activity, task, or habit to let go of, then use that time more intentionally.
10. **Balance Accountability Partners**
Pair up students to check in weekly on one small goal that supports balance (like 15 minutes of free time, journaling, or saying “no” to something extra).



My Work-Life Balance Plan

Name: _____

Helpful Words:

- **Work-Life Balance** = making space for both responsibilities and rest
- **Lifestyle Goal** = the kind of life I want to live
- **Personal Competitive Advantage** = the ability to stay energized, healthy, and consistent while reaching goals

Directions:

Use **words or drawings** to reflect on your current balance and future habits.

Use the back of this sheet if you need more space.

1. One part of my life that feels overloaded right now is:

2. Something I'd like to make more time for is:

3. One small habit I can try to protect my balance is:

4. My Work-Life Balance Superpower helps me do these things:

5. One boundary I want to practice this week is:

6. Work-life balance helps me grow my personal competitive advantage by:

7. This is how balance supports the lifestyle I want to live: