



**MATA**  
**MARTIAL ARTS**  
**TEACHERS' ASSOCIATION**

**Martial Arts Teachers' Association**  
**Life Skills and Leadership Curriculum**

# BALANCE

*"There is enough in the world for everyone to live on happily  
and to be at peace with his neighbor."*

Harry S. Truman

Balance is this module of success  
in the Martial Arts Teachers' Association Curriculum.

Mind and body... comedy and tragedy... yin and yang... dark and light... all examples of the concept of balance. Each is an illustration of the important role that balance plays in life. Without one, the other does not exist. If it were not for the darkness of night, we could not appreciate the wonder of dawn's light. How can anyone cry and feel sorrow, if they have never experienced joy and happiness?

By stressing the importance of Balance to the students of Martial Arts, we are providing them with a very necessary tool that will help them in all areas of their lives. The students will come to see how maintaining Balance in their lives will help them to stay focused on their goals and accomplish all they set out to achieve.

- ☐ **Balance Worksheets (3)**
- ☐ **Balance Lesson Quotes**
- ☐ **Pre-Test Letter**
- ☐ **Post Test Letter**

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## table of contents

# BALANCE



The Big Picture . . . . .	5
Sample Post Test Letter . . . . .	6
Sample Pre-Test Letter . . . . .	7
Week 1    What Is Balance?, Lesson 1. . . . .	9
What Is Balance?, Lesson 2 . . . . .	.13
Week 2    Social Balance, Lesson 3 . . . . .	.17
Social Balance, Lesson 4 . . . . .	.21
Week 3    Physical Balance, Lesson 5. . . . .	.25
Physical Balance, Lesson 6. . . . .	.29
Week 4    Mental Balance, Lesson 7 . . . . .	.33
Mental Balance, Lesson 8 . . . . .	.37
Week 5    Spiritual Balance, Lesson 9. . . . .	.41
Spiritual Balance, Lesson 10 . . . . .	.45
Week 6    Balance Review, Lesson 11 . . . . .	.49
Balance Review, Lesson 12 . . . . .	.53



# the big picture

## Week 1:

- Lesson # 1**      What Is Balance?
- Lesson # 2**      Balance Story / Drill

## Week 2:

- Lesson # 3**      Social Balance
- Lesson # 4**      Balance Story / Drill

## Week 3:

- Lesson # 5**      Physical Balance
- Lesson # 6**      Balance Story / Drill

## Week 4:

- Lesson # 7**      Mental Balance
- Lesson # 8**      Balance Story / Drill

## Week 5:

- Lesson # 9**      Spiritual Balance
- Lesson # 10**      Balance Story / Drill

## Week 6:

- Lesson # 11**      Balance Review
- Lesson # 12**      Balance Review

## TEST

Recommended study for instructors teaching this course:

First Things First  
by Stephen R. Covey (Doubleday-Dolphin Books)

Life Balance  
by Linda & Richard Eyre (Simon & Schuster)

# sample pre-test letter

Dear Mr./Mrs. (insert name),

(Insert name) has completed nearly all the requirements for (his/her) next rank and will be testing for (his/her) new belt shortly. In addition to having worked on (his/her) physical skills, (insert name) worked on (his/her) understanding of how balance plays an important role in (his/her) life.

We feel that understanding balance is a major factor in how they live their life. In fact, we believe it is one of the reason people begin taking Martial Arts lessons in the first place. For the past few weeks your child has been working at building (his/her) self confidence and balance.

We have discussed that balance is concerned not only with the physical, but also encompasses the mental, social and spiritual aspects of life as well. We also learned that by creating a balance in your everyday life you will enhance all the people's lives you come in contact with. With this knowledge, your child now has a much better understanding of how balance affects (his/her) life.

We're excited that we could be part of sharing such valuable life skills with (insert name) and encourage you to help build and re-inforce (his/her) search for balance in everything (he/she) does for the rest of (his/her) life. In fact, we're hoping that your child's exposure to these lessons on balance will allow (him/her) to positively respond to life's varied situations.

Yours Sincerely,

The Staff at (YOUR SCHOOL)

P.S. Don't forget (insert name) graduation on (date). We look forward to seeing you there!

# sample post-test letter

Dear Mr. & Mrs. (insert name),

Congratulations!

(Insert name) has passed (his/her) examination and, effective immediately, holds the rank of (insert rank). Not only has (insert name)'s improved physically, (he/she) has learned how balance contributes to a dynamic and satisfying lifestyle. To us, and we're sure that you'll agree, balance is one of the major reasons for taking Martial Arts lessons. All of us at (YOUR SCHOOL) are proud to have played a part in helping (insert name) understand how balance plays a part of everything (he/she) does.

For the next six weeks our curriculum will focus on improving (insert name)'s balance and timing as well as developing another equally important life skill, (insert Life Skill). Over the next few weeks we will work to help your child improve (insert Life Skill). Our lessons and stories will focus on how to improve in this very important area.

When these lessons have been completed, (insert name) will be well on the way toward learning how to apply (insert Life Skill) in (his/her) life. Look out for our special Poster and our Quotes of the Month when you stop by the school. Oh, and please remember to do your part at home by encouraging your child to talk about these lessons with you. One is never too young to learn how to enjoy life to its fullest!

Yours Sincerely

The Staff at (YOUR SCHOOL)

PS. As always, if you have any questions at all about our program or your child's progress, please don't hesitate to call us at (insert phone number).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



*"The archer that shoots over, misses as much as he  
that falls short"*  
— Michel Montaigne

week one  
**LESSON 1**

# What is Balance?



- Students will learn what balance means in his or her life.
- By the end of the lesson, will know how balance affects his or her life.

## ages 4-7

If two kids are sitting on a teeter-totter and both are off the ground at exactly the same height they are balanced. Balance means being the same or when things have the same value. If you have two nickels they are the same value as a dime, ten cents. You can say that their values are balanced.

When you're a kid your life is balanced, more or less. When most people talk about living a balanced life they think of four things or areas. These areas are social, or family and friends, physical, Martial Arts training and playing, mental, school and other places where you learn, and spiritual, learning about your family's values usually

through religion. To have a balanced life means giving the same value or importance to each of these areas.

You play and get physical exercise, you go to school and learn new things, you meet new friends and have time with your family and you probably learn about spiritual things at your church, synagogue or other place of worship. This means you have a balanced life.

Over the next few weeks we will talk about balance in each of these areas. We know that as a kid you probably already have pretty good balance in your life. We're just trying to help you keep that balance as you grow older.

## Ask your students:

- **What is balance?**

(Balance is when two things are equal, like two kids balanced on a teeter-totter or when things have the same value, like two nickels and a dime are both ten cents.)

- **What are the four areas of life to have balance in?**

(The four areas are social, physical, mental and spiritual.)

- **What does having a balanced life mean?**

(Having balanced life means giving the same value or importance to each of these areas.)

**I**n order to do a headstand you have to have balance. To keep your feet in the air you have to keep them from falling to one side or the other. You do this by balancing your feet in the middle. Balance means being the same or when things have the same value. In the case of the headstand your feet have the same value in all directions so you don't fall over. You can look at coins to see Balance. If you have two nickels they are the same value as a dime, ten cents. You say that the value of the coins is balanced.

Most kids already have pretty balanced lives. When people talk about living a balanced life they think of four things or areas. These areas are social, or family and friends, physical, Martial Arts training, other sports and things you do on the playground, mental, school and other places where you learn, and spiritual, learning about your family's values usually through religion. To have a balanced life means giving the same value or importance to each of these areas.

You play and get physical exercise, you go to school and learn new things, you meet new friends and have time with your family and you probably learn about spiritual things at your church, synagogue or other place of worship. This means you have a balanced life.

Over the next few weeks we will talk about balance in each of these areas. We know that as a kid you probably already have pretty good balance in your life. We're just trying to help you keep that balance as you grow older.

## Ask your students:

- **What is balance?**  
(Balance is when two things are equal, like two kids balanced on a teeter-totter or when things have the same value, like two nickels and a dime are both ten cents.)
- **What are the four areas of life to have balance in?**  
(The four areas are social, physical, mental and spiritual.)
- **What does having a balanced life mean?**  
(Having balanced life means giving the same value or importance to each of these areas.)

## adults

**M**any people think of life's balance as a marble at the bottom of a bowl. Actually, this is static equilibrium with no pressure being exerted on the marble from any direction. The marble just sits there.

When you turn the bowl over and put the marble at the very top of the bowl, that's balance. The marble could fall in any direction and any movement could cause the marble to fall. That's a good picture of what balance is in your life. Balance means balancing the tensions that come from the various areas of our life.

Everyone has tension in life: What bills should I pay this week? Should I spend the evening with the family or work on this report? What am I going to do this weekend, go to the beach or to the office?

In order to handle this tension in your life you need to realize that it is a constant in life. Your life is going to be pulled in different directions and your job is to try to keep them in balance. Much as you would shift the bowl to keep the marble from falling off one side or the other, you need to shift your focus from one area to another to keep your life in balance.

The four areas to keep in balance in your life are social, physical, mental and spiritual. Physical needs are health and economic needs. Social needs are relationships. Mental needs are the stimulus to grow and prosper in your life. Spiritual needs are those needs that every human being has to know themselves and where they come from.

Over the next few weeks we will examine each of these areas in order to have a better understanding of how each one affects our lives. We will also try to understand how we can achieve better balance within all these areas so we, like the marble, can stay remain balanced with tension.

## Topics for Discussion

- Do you know anyone who has balance in all areas of his or her life?
- What areas of your life do you feel need more work on to stay in balance?

*"Happy the man and he alone  
He who can call today his own-  
He who secure within can say-  
Tomorrow do thy worst for I have lived today."  
— Horace*

week one  
**LESSON 2**

## What is Balance?



- Students will learn, through stories and a drill, what balance means in his or her life.
- By the end of the lesson, will know how balance affects his or her life.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)

## children's story

### The Tightrope

Master Woo began: "Have you ever been to a circus? What's your favorite part of the circus? Is it the clowns, the elephants or maybe the lions? Me, I like the acrobats, especially the tightrope walkers.

"When the tightrope walker walks across the rope she puts her weight right in the middle of the rope. One foot follows the other as she holds the pole in her hands. If her balance goes to the right the pole bends very slightly to the left to help her get her balance back. She keeps her head up, over her body and her legs beneath her body, every part of her body in balance with the other parts. In order for her to cross the rope without falling she needs to continuously work on keeping her balance.

"We are like that tightrope walker. As we live our lives it's very important to keep balance in all the areas of our lives, the social part of our lives, the mental part of our lives, the physical part of our lives and the spiritual part of our lives. If we get out of balance in any part of our lives we, just like the tightrope walker, will fall out of balance. Our lives will not take us down the pathway to true success. We will fail to become everything that we were made to be.

"Master Woo looked at the children, "Right now, as children your lives are very much in balance. Your job is to remember these lessons so that you can tell where your balance is and keep it all of your lives."

•

### Ask your students:

- **What does a tightrope walker need to get across the rope?**  
(The tightrope walker needs good balance.)
- **How is what the tightrope walker like our lives?**  
(Like that tightrope walker, as we live our lives it's very important to keep balance in all the areas of our lives, the social part, the mental part, the physical part and the spiritual part.)
- **What is your job for these lessons?** (Your job is to remember these lessons so that you can tell where your balance is and keep it all of your lives.)

## If I Had To Do It All Over Again

The following story has been attributed to many different people. More important than who wrote it is the message it gives us. It is a good story to help us all examine our life's balance.

If I had my life to live over again, I would dare to make more mistakes next time. I would relax. I would be sillier. I would take fewer things seriously... I would eat more ice cream and less beans. I would perhaps have more actual troubles but less imaginary ones. You see, I'm one of those persons who lived sanely hour after hour, day after day. I've been one of those persons who never went anywhere without a thermometer, a hot water bottle, a raincoat, and a parachute. If I had to do it all over again I'd travel lighter.

### Topics for Discussion:

- What would you do if you had it all to do over again?
- What's preventing you to start today?

## ***DRILL***

### **Balancing Both Sides**

Ask the students to stand in their regular formation. Tell them balance is important. Show them how you can stand a four-legged stool or chair on its two back legs with very little pressure if it is balanced. If it is not balanced it will fall over. Ask them if they have tried to stand on one leg using their hands to balance themselves.

Explain to students that balance between their right side and their left side is important. Punches on the right side should be as strong as punches on the left side. Students should decide which of their punches are stronger. They should then try to practice on their weaker side to bring their punching strength into balance.

Other areas you can ask students to bring into balance are:

1. Punching and kicking
2. Moving forward and moving backward
3. Blocking and striking



*"Happiness is a perfume that you cannot pour on others without getting a few drops on yourself."*  
— Ralph Waldo Emerson

week two  
**LESSON 3**

# Social Balance



- Students will learn what social balance is and how it affects their lives.
- By the end of the lesson, the student will know how social balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)

## ages 4-7

**S**ocial things are about relationships between people. Relationships can be in a family, like kids and their parents or brothers and sisters. Relationships also can be between friends, kids you know from your neighborhood and at school. There can also be relationships with acquaintances; people you know but not very well. For this lesson on social balance we are going to talk only about the relationships between you and your family and friends.

Remember, last week we said that balance is when one thing is as valuable as something else is. When we have social balance we value our relationships with our family and friends as much as

the other areas of our life, mental, physical and spiritual. Sometimes people, especially adult people, forget that relationships are just as important as work or play. That's why it's so important to make sure we spend some time with our friends and family, to let them know they are important to us.

When you are home and your parents come home one way to show them that you value them is to stop what you're doing and go over to them to say hi, or to give them a hug. This shows your parents that you value them. You can show your friends that you value them by inviting them to your house or by playing with them on the playground.

Relationships are things that we always have to work at, especially if we want to have social balance in our lives!

## Ask your students:

- **What are social things?**  
(Social things are about relationships between people.)
- **What is social balance?**  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
- **How can we show people how much we value them?**  
(By spending time with them and paying attention to them.)

**W**hen we talk about social balance we are talking about relationships between people. You can have relationships in a family, like kids and their parents or brothers and sisters. You can also have relationships with friends, kids you know from your neighborhood and at school. Some relationships are known as acquaintances; people you know but not very well. For this lesson on social balance we are going to talk only about the relationships between you and your family and friends.

As we said last week, balance is when one thing is as valuable as something else is. Social balance means we value our relationships with our family and friends as much as the other areas of our life, mental, physical and spiritual. It's very important to remember that relationships are just as valuable as work or play. By spending time with your friends and family you are letting them know they are valuable to you.

When your parents come home a great way to show them that you value them is to stop whatever you are doing and go over to them and say hi or hug them. By stopping what you are doing and taking the time to go over to them you are showing your parents that you value them. You can show your friends that you value them by sitting with them at lunch or going to the library with them to study.

Another way to show how much you value your family and friends is to listen to them. When you listen to someone you are telling them you value them.

Relationships are things that we always have to work at, especially if we want to have social balance in our lives!

## Ask your students:

- **What are social things?**  
(Social things are about relationships between people.)
- **What is social balance?**  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
- **How can we show people how much we value them?**  
(By spending time with them and paying attention to them.)

## adults

Social balance implies that we value our relationships as much as providing for our physical needs or our mental growth. Unfortunately, relationships to our friends and families have decreased as our attention to work and materialism has increased.

In their book "Life Balance" Linda and Richard Eyre write, "With industrialization came urbanization. People began living closer to each other and comparing themselves in more people. Mass media and advertising came along to help our wants outpace our needs. Picking out one little thing and trying to know more about it and do better at it than anyone else became the most predictable path to the newly valued prizes of prominence and prosperity."

"The single-mindedness required was bad for balance. More thought, time and effort went into work, less into family and personal growth; more importance

was placed on structure, less on spontaneity; more attention went into achievements, less into relationships."

To be balanced we need to take time for our relationships with our family and friends. The only way we can do this is by investing our time into them. We have to schedule time for our family and friends, just as we schedule time for other appointments. When we are with our family and friends we need to expend the energy to listen, really listen, to them. By spending time and listening to our friends and family we are showing how valuable they really are to us.

By working on our important relationships we develop good social balance.

## Topics for Discussion

- Do you think you are balanced in the social area of your life? Why or why not?

*"Goodwill is the one and only asset that competition cannot undersell or destroy."  
— Marshall Field*

week two  
**LESSON 4**

## Social Balance



- Students will learn what social balance is and how it affects their lives.
- By the end of the lesson the students will know, through stories and a drill, how social balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)

## children's story

### The Lamplighter's Lights

Master Woo began: "Many years ago cities and towns had kerosene lamps to light the streets at night. The person who lit the lamps was called a lamplighter. Lamplighters had tools to help them light the lamps, ladders to climb up to the top of the light pole, a cloth to clean the panes of glass around the flame and a lighter to light the lamp's wick.

"An old lamplighter would start each evening at dusk, going up the street lighting the lamps as he went. He would go up the first pole, place his ladder, climb up the ladder and remove one of the panes of glass. He would then clean all the panes of glass, trim the wick of the lamp and finally, after everything was ready, he would light the lamp.

"He would then climb down his ladder, pick it up along with his other tools and then go to the next lamp. Lamp by lamp, light by light, he would make his way up the street, shinning the glass, trimming the wicks and lighting the lamps. Soon he would disappear over the hill or around the corner but you could always tell where he had been by the lights he had lit.

Master Woo looked at each of the children and concluded, "When we make our relationships important to us we light lights. These lights are our friends and family's feelings about us, feelings that grow brighter as they know we care. Take time to light other people's lights then they'll be glad to know where you've been!"

### Ask your students:

- **What did the lamplighter do?**  
(He lit the street lamps.)
- **How is the lamplighter like each of us?**  
(The lamplighter is like us because he lit lamps and we light the lamp of caring every time we show our friends and families that we value them.)

## adult's story

The following is taken from writings of Rabbi Harold Kushner:

Ask the average person, which is more important to him, making money or being devoted to his family, and virtually everyone will answer family without hesitation. But watch how the average person actually lives out his life. See where he really invests his time and energy, and he will give away the fact that he does not really live by what he says he believes. He has let himself be persuaded that if he leaves for work earlier in the morning and comes home tired at night, he is proving how devoted he is to his family by expending himself to provide them with the things they have seen advertised.

Ask the average person which means more to her, the approval of strangers or the affection of people closest to her, and she won't be able to understand why you would even ask such a question.

Obviously nothing means more to her than her family and her closest friends. Yet how many of us have embarrassed our children or squelched their spontaneity, for fear of what our neighbors or strangers would think? How often have we poured out our anger on those closest to us because we had a hard day at work or someone else did something to upset us? And how many of us have let ourselves become irritable with our families because we were dieting to make ourselves look attractive to people who do not know us well enough to see beyond our appearances?"

### Topics for Discussion

- **Most of us can identify with what the Rabbi says here. The real question is what can you do to improve your close relationships?**

# DRILL

## Do You Know Who Your Friends Are?

First, ask the students to brainstorm all the things they like to do with their friends. Write them on a flip chart or a poster board you have posted on the wall. Do not discuss the ideas. Continue to ask for more ideas. The point of this exercise is to come up with as many ideas as the group can. Many students will find new ideas they had not previously considered.

Now, ask the students what the best things about friends are. Use a clean sheet of the chart or a separate poster board to record their answers. Again, do not comment on what they are saying. Do not discuss the ideas. Encourage the students to make enough responses to equal twice the number of students in the class.

Then, ask the students what makes friendship difficult. List as many answers as you can on a fresh sheet of paper or poster board.

To finish, ask the students the following questions about their friends. Tell the students they should answer the questions in their own mind:

1. When is their birthday?
2. What is their favorite food?
3. How many brothers and sisters do they have?
4. What is the last book they read and liked?
5. Do they have any hobbies?
6. What is their favorite sport?
7. What do they think of Martial Arts?
8. How do you and your friend have the most fun?
9. What do you like best about this friend?
10. What does your friend like best about you?



*"Happiness is often the result of being too busy to be miserable"*  
— Anon

week three  
**LESSON 5**

## Physical Balance



- Students will learn what physical balance is and how it affects their lives.
- By the end of the lesson, the student will know how physical balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)

## ages 4-7

The next part of balance in your life is called physical balance. For us, this will mean taking care of your health and taking care of your things.

Most people are born with good health. Most kids are just like you they are born with good health. But not everyone has good health when they're born. Some kids are sick or have problems when they are born. Some kids get sick or injured later while they are growing up. For example, almost everybody knows somebody who's broken their arm or has gotten the flu really bad and had to stay in bed for many days. While we don't want to frighten you we do

want you to know that good health is something that we should be thankful for and that it is something worth working at.

To keep in good health you need to exercise, just like you are doing in your Martial Arts classes. You also need to eat good foods that include the fruits and vegetables your parents give you. Also you need to get plenty of sleep. That's why your parents send you to bed when they do, so that you can get plenty of rest to stay healthy and have plenty of energy.

Your physical balance also includes taking care of your things. Keeping your room clean is part of having good physical balance. Putting your clothes and shoes away is also part of physical balance. As you grow older you will earn money. How you take care of your money and what you spend it on is part of physical balance.

Keeping your health and taking care of your things are an important part of balance. It's something everyone needs to work on everyday!

### Ask your students:

- **What is physical balance?**  
(Physical balance is taking care of your health and taking care of your things.)
- **How can you take care of your health?**  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
- **What does taking care of your things have to do with physical balance?**  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money your earn.)

**T**his week we're going to talk about physical balance. Physical balance is taking care of your health and your things.

Kids usually have good health. In fact, most kids are born with good health. But some kids have health problems when they are born. As kids grow they sometimes have injuries or become sick. For example, almost everybody knows somebody who's broken their arm or has gotten the flu really bad and had to stay in bed for many days. Good health isn't something we should just expect or take for granted it's something we have to work at, and guard, every day.

Exercise is a big part of a healthy life. Taking part in your Martial Arts class is one way that you get your exercise. Eating right is another part of good health. That's why it's so important to eat the fruit and vegetables your parents give you to eat. The final part of good health is getting the right amount of sleep. Your parents are telling you to go to bed so you can stay strong and have plenty of energy.

Taking care of your things is another part of physical balance. Keeping your room clean, putting your clothes and shoes away are ways of keeping your physical balance. Some of you already probably earn money by doing chores around the house. How you spend and save your money is another part of physical balance. Talk to your parents to learn more about how to use your money wisely.

Your health and your things give you your physical balance. Take care of it and work on it every day. You'll be glad you did!

## Ask your students:

- **What is physical balance?**  
(Physical balance is taking care of your health and taking care of your things.)
- **How can you take care of your health?**  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
- **What does taking care of your things have to do with physical balance?**  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)

## adults

A balanced life includes our physical needs. Part of our physical needs is our health. Good health is the result of a regular exercise program, proper nutrition, adequate rest and avoiding things that are bad for your health, like cigarettes and drugs. We realize you already have made a commitment to your health because you are taking Martial Arts lessons with us.

The other part of physical balance is based on economics. In order to have your physical needs taken care of in this day and age, you need to work to provide for your physical needs, such as proper nutrition, adequate rest an exercise program and a dry place to sleep. Our work is part of our physical balance in that it supplies for our physical needs.

The problem is when work takes priority over everything else in your life. When your work is more important than your relationships, than your physical health, than your spiritual self, you are out of balance. Usually this happens because we delude ourselves into thinking that having a few more things will make us happy. The problem is that physical balance means living a life based on thrift, not consumerism. A life of industry, not of fanaticism about work. A life of saving for the future, not of paying off interest of high interest rate credit cards.

When you begin to balance your physical needs with those of your mental, social and spiritual needs, you will not only have a much richer life in the sense of living, you might also find you have a much richer life in the sense of assets, both tangible and intangible.

## Topics for Discussion

- Who do you know that is out of balance towards his or her work?
- How can a person work on staying in balance for their physical needs?

*"Nothing great was ever achieved without enthusiasm"*  
— Ralph Waldo Emerson

week three  
**LESSON 6**

## Physical Balance



- Students will learn what physical balance is and how it affects their lives.
- By the end of the lesson the student will know, through stories and a drill, how physical balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)
7. What is physical balance?  
(Physical balance is taking care of your health and taking care of your things.)
8. How can you take care of your health?  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
9. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)

## children's story

### The Search & Rescue Mission

One day Sally and Johnny's mother and father decided to do a "Search & Rescue" mission. The way this worked was they divided themselves into two teams, Sally was teamed with her mom and Johnny was teamed with his dad. Then they wrote down different things to find on cards. These things were a crayon, comb hairbrush, hammer, nail, ball, spoon, doll, needle, safety pin, shorts, glasses, hat and thread. They turned the cards over so they couldn't see what was written on them and then each team turned them over one at a time. When one team or the other went to look for something the other team wrote down the time it took to find the object and

bring it back. When Johnny went to look for his comb it took nearly three minutes! Sally took over two minutes to find her hairbrush!

After everything was found they added up the amount of time it had taken. Sally and her mom had won just by a few seconds. Sally and Johnny's mom then sat down with them and told them that the reason they had played the game was to show them how important it was to take care of their things by putting them away. When things aren't put where they should be they are hard to find. When things are hard to find time is lost looking for things that could be used for better things, like playing games or doing their homework. The family decided that they would wait for a week and play the game again.

One week later they played the game again. This time the longest anyone took to find anything was 30 seconds. Sally and Johnny's mom and dad gave each of them a big hug saying, "See how much easier it is to find things when you put them away! We knew you could take care of your things on your own!"

### Ask your students:

- **Why do you think Sally and Johnny's mom and dad played the "Search & Rescue" game?**  
(They played the game because Sally and Johnny weren't taking care of their things.)
- **What part of balance is taking care of your things?**  
(Taking care of your things is part of physical balance.)
- **If you had to do a "search and rescue" mission at your house would it take a long time or a short time to find your things?**

## Love People and Use Things

All the time we here that the world is too materialistic. Everyone is out to make money. No one cares about what really counts anymore. It seems that everyone has it wrong they use people and love things instead of loving people and using things. The question then is why is this so?

Well, if we're really honest about the whole thing it's because loving something inanimate, like a boat or a car, is a lot less work than loving a person. A boat or a car doesn't ask for much, just gas, an oil change every once in a while and regular maintenance. As long as you perform the maintenance a boat or a car doesn't have mood swings or temper tantrums. It doesn't need for you to be sensitive to it's feelings or needs.

Other people cause the biggest problems we have in life. If you weren't married you could stay out all night and do pretty much what you like. If you didn't have kids you wouldn't have to have birthday parties or listen to adolescent rumblings. If you didn't have to work with a team you wouldn't have to share the glory. But people who lived rich balanced lives aren't like that. Rich balanced living means being deeply involved in other's lives.

It means taking pain along with the pleasure that goes with any deep relationship. It means living the saying "love people and use things".

## Topics for Discussion

- How can we change our perspective on what is really important in our lives?

# DRILL

## Do You Know Who Your Friends Are?

This particular drill will vividly demonstrate the need for balance to finish a task. Before you begin, layout lanes with noodles or other equipment and have the students divide into groups of five or six form lines. Be sure to specify a beginning and an end for each lane.

Now, have the first student in each line stand on one foot and begin to hop toward the finish line as fast as they can. Anyone who puts their foot down or falls must go back to the beginning and start over. As each student crosses the finish line the next one in line begins their run down the lane. The winning group is the one who finishes first. After the drill, and to help quiet the students down, have them discuss how balance was necessary to finish the race.

Option: Change the stance in the middle of the race to the other foot; have the students stop then start again while standing on one foot; create a running form that must be completed before the students cross the finish line

Recommendation: For younger students, keep the lane short and limited the number of changes. Encourage them through the drill to keep focused on their balance.



*"He who does not add to his learning diminishes it."*  
— The Talmud

## week four

# LESSON 7

## Mental Balance



- Students will learn what mental balance is and how it affects their lives.
- By the end of the lesson, the student will know how mental balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is balance?  
(Balance is when two things are equal.)
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)
7. What is physical balance?  
(Physical balance is taking care of your health and taking care of your things.)
8. How can you take care of your health?  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
9. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)

## ages 4-7

**W**hen you exercise your body it grows stronger. When you exercise your mind it also grows stronger. Mental balance means giving your mind the workout it needs to grow stronger.

One thing about kids is that they are always learning new things. From the time you were born until now you have been learning new things every day. Just think of all the things you've learned, how to talk, how to walk and how to write your name. Some of you probably even know how to read. As kids we already are doing a lot to make our minds stronger.

While you are in school you'll be required to learn more and more things. You'll learn about math, science, history and lots of other very interesting things. Mental balance for a child your age is doing your homework, reading a book or going to a museum with your family or friends.

What's important to learn about mental balance is that it needs to be important for your whole life, even when you are finished with school. Being finished with school, as you will some day, is not the same as being finished with learning. In fact, the most fun people to be around are those who seem to be always learning new things.

Even though you already learning new things every day try to always remember how important it is to keep mental balance for your whole life. Then you'll be one of those people who are interesting and fun to be around your whole life long!

### Ask your students:

- **What happens when you exercise your mind?**

(Just as when you exercise your body, your mind grows stronger with exercise.)

- **How can you exercise you mind?**

(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)

- **What is important to remember about mental balance?**

(Mental balance needs to be important for your whole life, even when you are finished with school.)

**Y**our mind is similar to your body, when you exercise either one it will grow stronger. Giving your mind the workout it needs to grow stronger is mental balance.

Have you ever noticed how you are always learning new things? In fact, from the time you were born until today at this very minute you have been learning new things. Some of the things you've learned are how to talk, how to walk and how to read and write. You are also learning math and maybe some of you are learning a different language besides English. Part of being a kid is doing things that exercise your mind.

School is about learning new things. Math, science, history as well as many other very interesting things are learned in school. For you mental balance is doing your homework, reading a book or going to a museum with your family or friends.

What's important for you to remember about mental balance is that is something you need to work on for your whole life, even when you are finished with school. Mental balance means never being finished with learning. In fact, as you grow older you'll find that the most fun people to be around are those who seem to be always learning new things.

Even though you already learning new things every day try to always remember how important it is to keep mental balance for your whole life. Then you'll be one of those people who are interesting and fun to be around your whole life long!

## Ask your students:

- **What happens when you exercise your mind?**  
(Just as when you exercise your body, your mind grows stronger with exercise.)
- **How can you exercise your mind?**  
(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)
- **What is important to remember about mental balance?**  
(Mental balance needs to be important for your whole life, even when you are finished with school.)

## adults

**W**hen it comes to development the mind is very similar to the body. If you make it a priority to work out on a regular basis, strengthening your muscles and improving your cardiovascular system and flexibility your body's conditioning will improve. The same is true for your mind. If you have a program to work out your mind by reading, listening to audio programs and taking courses your mind's condition will improve.

The opposite is true also. If you don't develop your mind it will become sluggish. In studies on older people who are in "retirement" homes, those people who did nothing to strengthen their minds actually lost much of their mental capacity. They were unable to remember simple things like the names of their children or grandchildren. Those who had

regular "exercise" programs for their minds either maintained their mental abilities or had negligible affects. It's exactly what the old proverb says, "Use it or lose it."

Mental balance implies that you regularly schedule time for your mental "work outs." You attend seminars, attend classes, read books or listen to tapes during these time periods. You take the time and make the effort to constantly improve your knowledge base. But don't go overboard spending all your time developing your mental self either. If you put too much time into mental development the other areas of your life will suffer.

As you balance this area of your life with the rest of the areas you'll find life richer and much more interesting. You'll also find your that mind is much more nimble and strong. Good reasons to put mental balance into your life!

## Topics for discussion

- What are your plans for mental balance?
- Have you ever met someone who is out of balance, either spending too much time or not enough time in mental development?
- What did you think of them?

*"The things taught in our colleges and schools are not an education but the means to an education."  
— Ralph Waldo Emerson*

## week four

# LESSON 8

## Mental Balance



- Students will learn, through stories and a drill, what mental balance is and how it affects their lives.
- By the end of the lesson, the student will know how mental balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)
7. What is physical balance?  
(Physical balance is taking care of your health and taking care of your things.)
8. How can you take care of your health?  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
9. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)
10. What happens when you exercise your mind?  
(Just as when you exercise your body, your mind grows stronger with exercise.)
11. How can you exercise your mind?  
(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)
12. What is important to remember about mental balance?  
(Mental balance needs to be important for your whole life, even when you are finished with school.)

## children's story

### The Broken Arm

Joey had broken his arm when he fell out of a tree he was climbing two months before. Today was the day he was going to get his cast off. He was so excited! For the first time in two months he would be able to use his arm!

Joey had been going to Dr. Johnson every two weeks since he had broken his arm. During that time Dr. Johnson had asked him lots of questions. One of the questions he had asked him was how he liked school. Joey had told him that it was okay but he couldn't wait to get done so he wouldn't have to spend so much time studying. At the time Dr. Johnson had given him a puzzled look but didn't say anything.

Now he was getting his cast off. Dr. Johnson took the big scissors and cut off the cast. He dusted off Joey's arm and then told Joey to move his arm. Joey moved his arm slowly and said to Dr. Johnson, "I can hardly move my arm. It feels so weak!"

"That's because you haven't been able to use it," replied Dr. Johnson. "Anytime you can't move a part of your body your muscles atrophy, or get small and weak."

Dr. Johnson continued, "Remember what you told me about wanting to finish school so you wouldn't have to study anymore?"

Joey nodded his head yes.

"Well, if you don't use your brain the same thing will happen to it as the muscles in your arm when you don't use them, it atrophies. It becomes weak. You lose some of your ability to think. For you to have a strong mind you need to exercise it for the rest of your life, just like you need to exercise your body."

Joey looked at his arm then he looked at Dr. Johnson. "Thanks Dr. Johnson." He replied. "I'll always remember that."

### Ask your students:

- **What happened to Joey's arm when he didn't use it?**  
(When Joey didn't use his arm it atrophied or got small and weak.)
- **What did Dr. Johnson tell Joey about using his mind?**  
(Dr. Johnson told Joey that the same thing will happen to the mind as the muscles his arm muscles, if you don't use your brain it atrophies. It becomes weak and you'll lose some of your ability to think.)

## Choosing Mental Balance

Often we think that people who are doctors and lawyers became like that because they had a gift for learning. We think that because of their innate talents they were well suited for their chosen profession. They were naturally mentally gifted.

David Welsh was determined to become a lawyer. He had one challenge; he had dyslexia a learning disability that makes letters appear opposite to what they actually are. This, of course, makes reading extremely difficult.

When David was in elementary school his parents spent many long hours reading him his lessons. He would then tell them his answers and they would type them out to be returned as his assignment. It would be hard to believe that a person that had this much difficulty reading would ever be able to make it through law school.

David entered Westminster College and instead of taking notes he used a tape recorder to record all his classes. He used a typewriter for all his examinations. Finally David graduated from college.

He then entered Tulsa Law School again recording his lessons. He would then listen to these lectures over and over again at night. He spent hour upon hour in the library reading his assignments and

working them through word by word. He dictated all his written assignment and exam answers, paying for them himself.

Today David is an attorney. He has also made a life long commitment to learning. If David Welsh can make this kind of commitment with the hurdles he had to overcome, how can we do less?

## Topics for Discussion

- Can you see the importance of making a lifelong commitment to learning to obtain mental balance?

# **DRILL**

## **Balancing Course**

This drill has the students will be racing against each other. However, they will be required to balance objects as they race through a pre-determined course.

Using large bags, lay a out two courses that involve an “S” turn or a jump. For the items to balance, you will need any combination of noodles, blocking pads or sparring gear. Now, divide your class into two groups and have them line up at the start.

Give the first student a noodle and have them run through the course balancing it vertically in the palm of their hand. Next, you can place a sparring helmet on top of a student's head and have them dash through the course without touching it. As with the first drill, the group who's members successfully finished the course are the winners.

Recommendations: As you create the course, keep it simple, the student's focus should be on the object they are balancing. Keeping the course simple will help reinforce the message on the younger students. Additionally, the course's difficulty should match the skill and/or age level of the students.

Option: For older, more advanced students, time them as they travel the course. Or, have each students travel to the end of the course with one object then, hand them something different and send them back to the beginning.

Take time at the end of this drill to discuss the obvious importance of mental balance while they preformed the drill and its correlation with how they must balance tasks in their everyday lives.



*"Without Divine assistance I can not succeed; with  
it I cannot fail."  
— Abraham Lincoln*

## week five

# LESSON 9

## Spiritual Balance

- Students will learn what spiritual balance is and how it affects their lives.
- By the end of the lesson, the student will know how spiritual balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)
7. What is physical balance?  
(Physical balance is taking care of your health and taking care of your things.)
8. How can you take care of your health?  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
9. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)
10. What happens when you exercise your mind?  
(Just as when you exercise your body, your mind grows stronger with exercise.)
11. How can you exercise your mind?  
(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)
12. What is important to remember about mental balance?  
(Mental balance needs to be important for your whole life, even when you are finished with school.)

## ages 4-7

Nearly everyone has spiritual or religious beliefs. Religious beliefs are a way of looking at things by people who all belong to the same religion. A religion is an idea held by a group of people who have a similar understanding of a higher being. People get this understanding of this higher being from their Holy books such as the Bible, the Torah, the Vedas, the Koran or other Holy books. Many people call this higher being God.

Usually we learn our spiritual beliefs from our parents and at our church, synagogue or other place of worship. Spiritual beliefs include rules of how we should live our lives and what will happen to us when we someday leave this world behind.

Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social. In order to have spiritual balance we need to be able to balance things of this world such as money, friends and learning with the spiritual things that we believe in.

Your parents are the best people to talk to about your family's spiritual beliefs. Learning about your spiritual beliefs will help you to live a completely balanced life.

## Ask your students:

- **What is a religion?**  
(A religion is a belief held by a group of people who have a similar understanding of a higher being.)
- **Where do we learn our spiritual beliefs?**  
(We learn our spiritual beliefs from our parents and at our church, synagogue or other place of worship.)
- **What is spiritual balance?**  
(Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social.)

Nearly everyone has spiritual or religious beliefs. Religious beliefs are views or ways of looking at things of people who belong to a religion. A religion is a belief held by a group of people who have a similar understanding of a higher being. People get this understanding of this higher being from their Holy books such as the Bible, the Torah, the Vedas, the Koran or other Holy books. Many people call this higher being God.

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Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social. In order to have spiritual balance we need to be able to balance things of this world such as money, friends and learning with the spiritual things that we believe in.

Your parents are the best people to talk to about your family's spiritual beliefs. Learning about your spiritual beliefs will help you to live a completely balanced life.

## Ask your students:

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(A religion is a belief held by a group of people who have a similar understanding of a higher being.)
- **Where do we learn our spiritual beliefs?**  
(We learn our spiritual beliefs from our parents and at our church, synagogue or other place of worship.)
- **What is spiritual balance?**  
(Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social.)

## adults

Sam Keen, the author of the book, “Hymns to an unknown God” asks these questions, “What does the concept of spirit mean to us today? Do most of us have a sense of it anymore? And of those who still believe in a place for the spirit, a place called the soul, a god, how many have a daily experience of it? Is it possible in this chaotic day and age to have a sense of the sacred in everyday life, or do we check our spirits our gods at the workplace door?”

What does spiritual balance mean? Spiritual balance means making those things that are of your spirit, your way of dealing with what you feel is divine, as important as any other area of your life.

There are plenty of people in this world that are “successful” in one or two of the three of the other areas of life’s balance. But almost without exception, no one has three areas in balance without this fourth area being in balance also, that of one’s spirit.

In a Newsweek poll taken in November 1994, it showed that 58 percent of all Americans feel the need to experience spiritual growth. Read that again, 58 percent of all Americans feel they need spiritual growth in their lives. More than half of our country’s population feels out of balance in this area.

So how do we put this area back into balance? The same way we improve any area we are weak in, through exercise. Just as you improve your mental balance through exercising your mind you improve your spiritual balance by exercising your spiritual development. You can do this through organized religion, by attending classes or reading books of wisdom from the ages. It doesn’t really matter how you do it what matters are that you begin, and then stick to it.

By making the last area of balance, spiritual, as important as the rest and making a plan to exercise it you are on your way of achieving real balance in your life.

## Topic for Discussion

- What are you doing to improve your spiritual balance?

*"More important than the knowledge of outer space  
is the possession of inner peace."  
— Anon*

week five  
**LESSON 10**

# Spiritual Balance

- Students will learn what spiritual balance is and how it affects their lives.
- By the end of the lesson the student will, through stories and a drill, know how spiritual balance works and how it affects their lives.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
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(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
10. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money you earn.)
11. What happens when you exercise your mind?  
(Just as when you exercise your body, your mind grows stronger with exercise.)
12. How can you exercise you mind?  
(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)
13. What is important to remember about mental balance?  
(Mental balance needs to be important for your whole life, even when you are finished with school.)
14. Where do we learn our spiritual beliefs?  
(We learn our spiritual beliefs from our parents and at our church, synagogue or other place of worship.)
15. What is spiritual balance?  
(Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social.)

## children's story

### Matt's Clear Vision

Matt did well both in school and in sports, and had a lot of good friends. When he started high school, he joined the Martial Arts team. Some of his buddies made fun of the Martial Arts squad. Matt didn't know why.

Instead of telling them about the great rewards of practicing Martial Arts, Matt began to listen to what they were saying, because he wanted to be accepted. He started ignoring the guys on the Martial Arts team. He went to parties with the other friends, and even began to drink beer, even though it tasted horrible to him!

Matt had learned about the dangers of drinking and using drugs from his parents, his teachers at school and in his Martial Arts classes. But he foolishly said to himself, 'A beer won't hurt me, everyone drinks.' He ignored the quiet voice inside him that told him this wasn't completely true.

Pretty soon, Matt quit the Martial Arts squad. When his report card arrived, he tore it up so his parents wouldn't see his low grades. But his parents knew something was wrong. His Martial Arts teacher had contacted his parents, concerned because Matt had dropped off the team. His math teacher had called about his low grade. In addition, his parents noticed that he was moody and depressed a lot of the time. Matt didn't know what to do.

A few weeks later, Matt was hanging out in the high school parking lot with some party friends. The Martial Arts squad was going to a tournament, and they were walking to the bus with his former instructor. Matt's buddies started to make fun of the martial artists. "What a bunch of losers," shouted one of the group, jeering at the smartly dressed squad. The team ignored the name calling and harassment. They were focused on more important things.

Suddenly Matt became aware of the obvious differences between his former Martial Arts teammates and the real losers, sitting on the bench. For the first time, he looked at his former friends through the eyes of a Martial Arts student. He began to see a group of youngsters who had no direction, no balance in their lives. They were calling the Martial Arts squad losers when they, themselves, were the real losers. Suddenly it all became clear to him. He saw the difference between where he was at that moment and where he wanted to be, and he knew it was up to him to choose what kind of life he wanted. He took a deep breath and shouted, "Wait!"

His former teammates stopped and looked back. Matt started toward the bus. Matt ran toward the bus.

### Ask your students:

- **To Matt, how did the Martial Arts bring balance to his life?**

(It helped him to keep a healthy attitude and stay focused on what was right for him.)

- **Was he smart to choose to return to what he had given up?**

(Yes, it would be the better path for him.)

- **Isn't it smarter to never leave in the first place?**

(Yes, it would have saved him a lot of bad experiences.)

## Maintain Your Outlook

Carl Jung, one of the greatest psychiatrists the world has ever seen wrote the following, "During the past 30 years, people from all the civilized countries over Europe have consulted me. I have treated many hundreds of patients. Among all my patients over the age of 35, there was not one whose problem, in the final analysis, was not that of finding a religious outlook on life. It is safe to say then that every one of them fell ill because they lost that which the living religions of every age had given to their followers. And I would say that not one patient in 30 years under my care was ever really healed unless he regained a healthy, religious outlook."

Here is an example of this observation: A scientist thought prayer was humbug. He became ill, came close to bankruptcy and many of his experiments failed. One day, mostly to get away from home, he went to the shrine. "If I were not an agnostic, I might experiment with this superstition." Convincing himself that he was going through the motions out of curiosity, he started the ritual. Half way through he thought, "Now, if this were not folly, what would I pray for? Health? Money?" He suddenly cried, "Oh God, I beg you, enlighten my mind so I may invent something very great to further human knowledge!"

Amazed, the scientist stood in silence. So this was his desire of desires. Knowing it at last, Galileo began experiments that led to the invention of the telescope.

## Topics for discussion

- What do you think of Dr. Jung's observation?
- Has anyone experienced a transformation similar to Galileo's?

## DRILL

This drill will require blind folds and a balance beam. (If you don't already have one in your school, a short length of a 4" x 6" beam will suffice).

First, have the students pair off and line up. Explain to them that one of the pair will be blindfolded and attempting to cross the beam without falling. The other student will be the 'guide'. Next, have one of the students put on the blindfold, and have the other student take their partners hand and lead them to the beam. With only the one hand to steady and their voice, the guide must get their blindfolded partner safely across the beam.

**Recommendations:** In order to feel the "balance," have everyone in the class take turns being blindfolded and the guide. Also, during the week, have different partners do this drill to experience the the balance between themselves.

**Option:** For younger students, use two guides, one for each hand to help them across. Also, you can make up different scenarios, like the beam is across a huge chasm or a roaring river.

As with the all drills, take time at the end to reiterate the importance of balance as they performed the drill and its correlation with how balance affects not only their lives, but the interaction of those around them.

### Ask your students:

- **What was positive about having the "broken" hand.**  
(1. It made them think about how to block if they were unable to use their hand.  
2. They have become more proficient martial artists.)



*"Learn balance! Learn balance!"*  
— Mr. Miyagi (Movie - The Karate Kid)

week six  
**LESSON 11**

## Balance Review

- Students will review the lessons of Balance.
- The students will review the information they have learned about Balance.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is balance?  
(Balance is when two things are equal).
2. What are the four areas of life to have balance in?  
(The four areas are social, physical, mental and spiritual.)
3. What does having a balanced life mean?  
(Having balanced life means giving the same value or importance to each of these areas.)
4. What are social things?  
(Social things are about relationships between people.)
5. What is social balance?  
(When we have social balance we value our relationships with our family and friends as much as the other areas of our life.)
6. How can we show people how much we value them?  
(By spending time with them and paying attention to them.)
7. What is physical balance?  
(Physical balance is taking care of your health and taking care of your things.)
8. How can you take care of your health?  
(You take care of your health by exercising, eating good foods and getting plenty of sleep.)
9. What does taking care of your things have to do with physical balance?  
(In order to have physical balance you need to clean your room, put away your clothes and take care of any money your earn.)
10. 10. What happens when you exercise your mind?  
(Just as when you exercise your body, your mind grows stronger with exercise.)
11. How can you exercise you mind?  
(You exercise your mind when you learn something new by reading a book, going to a museum or going to class.)
12. What is important to remember about mental balance?  
(Mental balance needs to be important for your whole life, even when you are finished with school.)
13. Where do we learn our spiritual beliefs?  
(We learn our spiritual beliefs from our parents and at our church, synagogue or other place of worship.)
14. What is spiritual balance?  
(Spiritual balance is the balance between what we believe about a higher being and the other areas of our life, physical, mental and social.)

## ages 4-7

**W**e have been studying balance for the past few weeks. We discovered that balance is when two things are equal, like two kids balanced on a teeter-totter or when things have the same value, like two nickels and a dime are both ten cents.

A balanced life is balanced in four areas. These areas are social, or family and friends, physical, Martial Arts training and playing, mental, school and other places where you learn, and spiritual, learning about your family's values usually through religion. We learned that to have a balanced life you need to give same value or importance to each of these areas.

As we said at the beginning of these lessons, most kids your age already have pretty good balance in their lives. What we hoped you learned for these lessons was how to keep that balance for your whole life.

### Ask your students:

- **Choose questions from the review portion of this lesson.**

**W**e have been studying balance for the past few weeks. We discovered that balance means being the same or when things have the same value. When you're doing a headstand you have balance when your feet have the same value in all directions. Our lessons were about keeping our balance in life.

A balanced life is balanced in four areas. These areas are social, physical, mental, and spiritual. You play and get physical exercise, you go to school and learn new things, you meet new friends and have time with your family and you probably learn about spiritual things at your church, synagogue or other place of worship. By giving the same importance to each of these areas you have a balanced life.

As we said at the beginning of these lessons, most kids your age already have pretty good balance in their lives. What we hoped you learned for these lessons was how to keep that balance for your whole life.

## Ask your students:

- Choose questions from the review portion of this lesson.

## adults

**T**o live a happy, fulfilling life, we need balance. Just as the world we live in has its own balance, so should we. Take a look at the four areas of balance we discussed, social, mental, physical and spiritual and ask yourself if you are spending too much time in any one area. If your life is out of balance it's like riding in a car with an out-of-balance tire, a little shaky.

Try analyzing where you spend your time and energy to get a better picture of what's happening in your life. Once you get the picture you'll be able to adjust your life to bring it into balance. If you discover that you spend too much time at work and not enough time with your family it may be a warning sign to you to invest more time with these priceless relationships.

If you don't take care of your health, both mental and physical, your body will be put under stress while it tries to maintain itself. You may be able to get away with it for a while but eventually your body will say "no more" and breakdown.

Your spiritual life gives you that "something extra". It gives you a vision and an understanding of why you're here to begin with. It helps you determine your purpose.

Challenge yourself to read 15 to 30 minutes a day. This stimulation can help you keep your mental balance intact.

By balancing your life you will in the words of Star Trek, "Live long and prosper." That's a good reason to live a balanced life.

## Topic for Discussion

- How have these lessons helped you in developing your life's balance.

*"One man cannot do right in one department of life while he is occupied with doing wrong with any other department. Life is one indivisible whole."*  
— Gandhi

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## children's story

### The Balance Test

Larry, Cindy, and James had been students at the Martial Arts school for two months. They all started within a week of each other and had become good friends. They knew each other from math class. All three were to take an important math test at 9:00 on Friday morning. Larry was sure he would pass his test so he did not think he would need any practice to prepare. He decided the best thing he could do was to enjoy a huge breakfast before his class. He thought this would give him plenty of energy.

Cindy wasn't sure she could pass her test, so she set her alarm for 5:30, got up early and spent all her time before class practicing. She was so focused on practicing her math problems, that she forgot about breakfast all together.

James knew he had the ability to pass his test, and he knew he would need to be in good physical and mental condition. James got up at his usual time of 7:30, ate a balanced breakfast of cereal, milk, orange juice and toast which was enough to give him plenty of energy but not too much to make him full. He took his time getting ready and began to focus on his test by practicing his math problems about fifteen minutes before going to school.

When Larry took the test he felt groggy and slow. He made mistakes and had to go back to the beginning. Before he could complete his test he was sleepy.

Cindy had practiced before class, but she was so hungry, she couldn't wait to get through the test so she could get something to eat. As she started the test, the grumbling in her stomach distracted her.

James felt strong and ready. He concentrated on his problems and the answers flowed. He finished his test and still had enough energy left to participate in the rest of his classes before lunch.

On the following Monday when the tests were returned, the math teacher asked the three students about their preparation for the test. After he heard what they had done to get ready, he said, "You have some good ideas balancing your time, James. James explained that he had done nothing unusual: he had eaten a small balanced breakfast and then reviewed a few of the problems before the test. Larry realized that he should have eaten less and reviewed more, and Cindy realized that she should have spent some of her study time eating to give her energy. Both could have used a balance lesson from James.

### Ask your students:

- **What did James know about balance that Larry and Cindy didn't?**

(That it is important to keep a balance in all that we do in order to function the best.)

- **Have you ever wanted to just stay up all night before a test to study? Do you think this really works?**

(No, it doesn't. You will do your best if you have studied all along and get the right amount of sleep.)

## The Out-Of-Balance Life

A young boy was walking through the park. As he looked down he saw a penny shining up at him out of the grass. He picked it up and was so excited and pleased with his find that every time he went out he would always look for money on the ground.

Over the years by keeping his eyes on the ground he found many pennies, nickels, quarters and even a couple of dollar bills. The total he found over his life was \$20.86.

Looking at the ground to find the money hadn't cost him anything, so he thought. But in reality the true cost of this unbalanced way of looking at life had cost him plenty. It cost him about 30,000 sunsets and 500 rainbows. It cost watching him his children on the playground and other places as they grew up. It cost him noticing the birds in the trees, the sun in the sky and all kinds of beautiful things. All because his look at life was so unfocused.

If we live our lives out of balance we can become like the little boy. We will have a view of the world that misses the full panorama that the world offers us. Balance your life. Don't settle for the change on the ground.

### Topic for Discussion

- How can an out-of-balance view of life can cause you to miss out on much of what life has to offer?

# **DRILL**

## **A Question of Balance**

This drill involves the aspects of both physical and mental balance.

First, you will need a white board, a large poster board or a large piece of white paper. Draw two even columns. At the top of the first column, write PHYSICAL. At the top of the second, MENTAL.

Now, have your students sit down and ask them to name things that represent PHYSICAL balance. After listing about 12-15 things, ask them to name things that represent MENTAL balance. If there is hesitation, remind them of the previous lessons.

Option: In order to graphically represent Balance, have the students try to match the PHYSICAL things with a complementary MENTAL thing. Example: playing basketball and learning a new plays.

Recommendation: For younger students, keep the list short and limited the number of selections. Also, use pictures to represent the ideas.