

Living Life Richer

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Being constantly on the go allows little time for reflection, long-term planning, and enjoying the present. Choosing how best to live life richer is a personal decision. For some people it would mean more time to cultivate meaningful relationships with family and friends. For others it could be reducing financial concerns, practicing healthful habits that contribute to a longer and more independent lifestyle, or being able to more fully nurture one's inner self and pursue creative interests.

Living life richer is a holistic look at one's life. Living life richer is a journey toward a life lived to the fullest and without regrets.

Objectives:

As a result of exploring the concepts in *Living Life Richer*, participants will:

- identify long-term relationship, health, financial, and personal goals;
- evaluate their current lifestyle to determine if it is consistent with achieving long-term life goals;
- identify and plan specific actions that will strengthen the possibility of achieving long-term life goals in the areas of relationships, health, finances, and personal growth;
- be aware of available resources to help achieve living life richer goals.

Living Life Richer Materials

Living Life Richer materials include a fact sheet (MF2932), this leader's guide (MF2933), and supplemental materials (MF2934). To prepare for a presentation, begin by studying the leader's guide and fact sheet, and download notes from Shannon

Washburn's "Design for Learning," in the supplemental materials at www.ksre.ksu.edu/families/DesktopDefault.aspx?tabid=61. These notes contain helpful tips for working with adult learners. Additional fact-based or how-to information on building and maintaining trusting relationships, achieving and maintaining healthy body and mind, developing financial security, and nurturing and caring for self are available at the K-State Research and Extension website, as well as other websites given in the fact sheet.

Living life richer could be a theme for multiple programs and presentations. For instance, you could select a different focus such as relationships, health, finances, or self-care for each presentation. The materials could also be used to support current programming by implementing one or more of the suggested activities from the leader's guide.

Since many of the suggested activities encourage self-reflection, this Web address (www.ksre.ksu.edu/families/DesktopDefault.aspx?tabid=47) has links to relaxing and calming pictures that can be printed off and mounted on the walls or visible in other ways throughout the presentation area.

Using the Living Life Richer Fact Sheet

Living Life Richer materials are designed to help participants reflect on their use of time, money, and other resources to ensure that their current lifestyle is true to their values and priorities. Identifying and implementing possible lifestyle changes could help participants achieve greater life balance and satisfaction.

Leaders are encouraged to help participants reflect on a number of topics by using the

scenarios and questions given in the section “How does this apply to me?” After introducing a scenario, ask participants to jot down their thoughts and give them time to do so. Provide paper, if needed. Invite participants to share their answers in pairs. Then ask for one or two volunteers to share with the whole group. Be nonjudgmental when discussing responses since living life richer is individually defined.

Target Audiences

With slight adaptations *Living Life Richer* can be used to help the following audiences:

- **Parents of young children:** Identify parenting practices that will help children develop skills and confidence needed to make physically and emotionally healthful decisions.
- **Parents of school-age children and teens:** Prioritize activities that support children’s academic achievement, the exploration of children’s interests and development of skills, and the development of supportive relationships at school, church, in the neighborhood, and in the family.
- **Youth (school-age through college):** Identify and evaluate actions and attitudes that will help them achieve their goals, such as independence, a well-paying job, opportunities to explore interests, and positive personal relationships.
- **Adults:** Evaluate current lifestyle to determine if changes are needed to achieve life goals, such as to strengthen relationships, increase financial security, adopt health-contributing practices, and pursue personal interests.
- **Older adults:** Encourage reflection on life experiences and practices that enriched their lives; discuss how life lessons could be shared with younger people in a positive way; explore ways they can continue to keep their minds and bodies active.

Suggested Activities

A wide array of activities is suggested, based on the audience and participant needs. Each bulleted item could be a stand-alone lesson, depending on the time available and the leader’s knowledge and expertise with the given subject area. Consult the fact sheet for websites for each of the following content areas to become more familiar with current information.

- Discuss current trends that have emerged in an attempt to establish a more satisfying balance of life’s demands, such as the Slowness Movement (aims to address the issue of “time poverty” through making connections between family, work, and community), Intentional Harmony (evaluating decisions and actions by first asking how the decision or action will contribute to building harmony in one’s personal and work life), Slow Food (movement away from hurriedly prepared or purchased meals that contribute to health problems and are deficient in health-protective foods; also includes less hurried mealtimes to allow more time for meal consumption and personal interactions); happiness research (studies conducted in various cultures on what contributes to an individual’s long-term happiness), and others.
- On a large sheet of paper or a markerboard, have parents list attributes they would like their children to have when they become adults, then identify child-rearing and other practices to use now that will develop those attributes. Discuss parents’ influence as models for living life richer.
- Help your audience identify and discuss their levels of readiness to change some specific aspect of their lives so that they might live life richer. Researchers who study behavior change have identified five levels of readiness for changing a behavior, as shown in Table 1. Use an example of a specific behavior,

such as increasing the amount of daily physical activity, to illustrate how the continuum can help individuals identify their readiness for change. (Readiness for Change Continuum worksheet may be found in the *Living Life Richer Supplemental Materials*, MF2934.) What barriers might they face along the continuum? How could they overcome these obstacles?

- Place living life richer statements such as “Hold hands with a loved one,” “Be trustworthy,” or “Watch a sunset or sunrise” in a container and have participants draw out a statement. Have the participant read and then discuss how such a practice might help a person to live a richer life. Invite other participants to offer comments. Encourage positive comments and have fun with the discussion. Additional living life richer statements may be downloaded at www.ksre.ksu.edu/families/DesktopDefault.aspx?tabid=61.
- Have participants think of someone they know who appears to live a rich, full life. Ask, “What do these individuals do that seems to help them live life richer?” Then share and discuss answers. What attitudes or actions are identified that each participant could include in his or her life to live life richer?
- Introduce participants to the concept of locus of control, which refers to the extent people perceive how their personal behavior influences life events. (See *Small Steps to Health and Wealth*, listed in the fact sheet references, for more

information.) People with an internal locus of control perceive themselves as having control over the outcome of events, including their health and finances. They believe that responsibility for outcomes is based, at least partially, on their personal actions. Those who have an external locus of control perceive things to happen by luck, fate, or the control of powerful people. Life is seen as a game of chance where “whatever will be, will be.” Discuss how a person’s concept of locus of control might influence goals to live a richer life.

- Discuss the differences between using time effectively and using it efficiently. Effective time use means that time is being invested in a way that will garner the greatest payoff toward the achievement of long-term goals. Efficient time use means that multiple tasks are accomplished in as little time as possible, but the tasks are not necessarily ones that are critical to the achievement of long-term goals. To set priorities, determine if tasks are important and urgent; important, but not urgent; urgent, but unimportant; or neither urgent nor important.
- Use an Audience Response System (“clickers”) to involve participants and for program evaluation. Some possible statements/questions that could be used include True or False statements such as “I currently devote as much time and attention to relationships with family and friends as I’d like” or “My eating and physical activity habits will help me

Table 1. The Continuum of Readiness to Change a Specific Behavior

| Goal 1: _____ (example: be physically active at least 30 minutes 5 days a week) | | | | |
|---|------------------------|--------------------------------------|--|--|
| 1 | 2 | 3 | 4 | 5 |
| Not ready or intending to change | Intend to change later | Intend to change in the next 30 days | Have made some changes, need support to keep going | Changes have been made and can be maintained |

live a long, healthy life.” More audience response system suggestions may be found in the *Living Life Richer Supplemental Materials*, MF2934. (Audience Response systems are available from the area offices.)

- Have participants compose a Haiku (pronounced HI-coo) poem related to Living Life Richer. Haiku is a poetic form from Japanese culture. See Living Life Richer supplemental materials for additional information on Haiku and/or find more information at <http://volweb.utk.edu/school/bedford/harrisms/haiku.htm>
- Possible roll calls: Practices that would help reduce constant financial concerns; a way that I let those I love know I love them; why maintaining good health is important to me; one way I take care of my mental health is to _____; what “living life richer” means to me; to live life richer I can _____.

Resources

See list on the *Living Life Richer Fact Sheet*, MF2932.

Supplemental materials: MF2934 *Living Life Richer Supplemental Materials*, which includes Utilizing an Audience Response System, Readiness for Change Continuum, Haiku Poetry, and Living Life Richer Evaluation

Material to download from the Families website (www.ksre.ksu.edu/families/DesktopDefault.aspx?tabid=61):

Living Life Richer Statements and Quotes

Living Life Richer Suggestions for Adult Educators (Shannon Washburn’s presentation from *Design for Learning* series:

www.ksre.ksu.edu/Employee_Resources/DesktopDefault.aspx?tabid=300

Dr. Washburn’s presentation is Session 3: “Transfer of Learning.”)

Living Life Richer Contemplation Photos

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