

## My Goals

Academic \_\_\_\_\_

My daily plan: \_\_\_\_\_

Personal \_\_\_\_\_

My daily plan: \_\_\_\_\_

Social \_\_\_\_\_

My daily plan: \_\_\_\_\_

Nutrition \_\_\_\_\_

My daily plan: \_\_\_\_\_

Exercise \_\_\_\_\_

My daily plan: \_\_\_\_\_

Sleep \_\_\_\_\_

My daily plan: \_\_\_\_\_

Technology \_\_\_\_\_

My daily plan: \_\_\_\_\_

## Daily Tracker

|            | Mon | Tues | Wed | Thurs | Fri |
|------------|-----|------|-----|-------|-----|
| Academic   |     |      |     |       |     |
| Personal   |     |      |     |       |     |
| Social     |     |      |     |       |     |
| Nutrition  |     |      |     |       |     |
| Exercise   |     |      |     |       |     |
| Sleep      |     |      |     |       |     |
| Technology |     |      |     |       |     |

## *Guiding Questions for My Goals*

Children and teens may have difficulty generating goals or their responses may be vague (e.g. I want to make good grades, I want more friends), so providing guidance can lead to a specific action plan. It is also important to help children identify their strengths. Below are examples to guide individuals:

I'm good at \_\_\_\_\_

Ways to use my strengths: \_\_\_\_\_

I'd like to be better at \_\_\_\_\_

I can get started on homework by \_\_\_\_\_

I can change my reaction by \_\_\_\_\_

Someone I would like to know better is \_\_\_\_\_

Healthy foods I like: \_\_\_\_\_

Exercise ideas: \_\_\_\_\_

Things that can help me sleep \_\_\_\_\_

Non-screen activities I like: \_\_\_\_\_