

School & Goals

Using agency, manageable steps, planning, support, and flexible strategies.



Section goal: Treat performance as information, not a definition of your worth.

Memory routine: Name, Break Down, Plan, Adjust

Use what helps, adapt what does not, and keep your work private when you choose.

Welcome from Jaden

Hey, I'm Jaden Guerra. This module is a place to notice, practice, and reflect—not a test and not a diagnosis. You can move at your own pace and return to any page that helps you today.

Keep your work private if you want. You may adapt an activity, use a fictional example, or skip anything that feels too personal. If difficult feelings persist, interfere with daily life, or affect safety, tell a trusted adult or qualified professional.

Course Overview

- Describe school & goals in your own words.
- Notice patterns and identify one flexible next step.
- Practice the Name, Break Down, Plan, Adjust routine in a real or fictional situation.
- Apply the skill to school, family, friendships, activities, digital life, and future goals.
- Identify a support person or resource when help would be useful.

Essential questions

What information does school & goals give me? How can I practice this skill without expecting perfection? When is reaching out the smartest next step?

Start Where You Are

This is not a test. It is a snapshot of what feels available today. Circle, mark, or write only what fits.

- I can describe what I already know about this topic.
- I can notice one signal connected to this topic.
- I can name one strength or support I can use.
- I can choose one small next step.

Lesson Summary

School & Goals is a practice of paying attention to what matters in a situation and choosing a response that supports safety, respect, goals, relationships, or well-being. It does not mean you must control every feeling or solve everything and be

What this skill is not

It is not a promise that difficult moments will disappear. It is not a label, diagnosis, or replacement for qualified support. It is one way to gather information and practice a next step.

In my own words:

Key Vocabulary

school & goals

signal — information that may help you notice what is happening

pattern — something that tends to repeat

support — a person, place, or resource that can help

boundary — a clear limit that protects safety or respect

strategy — an option you can try and evaluate

A word I want to practice using:

Core Concept One

One way to understand school & goals is to treat it as information rather than a judgment. A thought, emotion, body signal, behavior, value, or need can tell you something about the moment. You still get to choose what to do next.

Think about this

What signal do you tend to notice first? What signal do you sometimes overlook?

Write one observation:

Core Concept Two

Try separating the moment into four parts: what happened, what you noticed, what it might mean, and what you want to try next. Separating the pieces can create more than one possible response.

What happened?

What did I notice?

What might it mean?

What could I try next?

Signals and Patterns

Area	What I notice	A helpful question
Thoughts	Words, images, predictions	What facts do I have?
Emotions	Worry, pride, sadness, anger, relief	What feeling word fits?
Body	Tight jaw, low energy, quick breathing	What would help me settle?
Actions	Avoiding, rushing, arguing, pausing	Is this moving me toward my goal?
Needs	Rest, clarity, space, support, safety	What is the next safe request?

A signal I want to notice sooner:

Real-Life Connections

School and learning

Family and home

Friendships and community

Sports, arts, and activities

Digital life and social media

Future goals and daily routines

The situation that feels most familiar to me:

Practical Strategy: Name, Break Down, Plan, Adjust

- 1 Pause: create a little space before reacting.
- 2 Notice: gather information from your thoughts, emotions, body, actions, and needs.
- 3 Name: choose one or two precise words for what is happening.
- 4 Choose: try one small step that supports safety, respect, goals, or connection.

My practice plan:

Quick Activity

Choose one situation. Circle the loudest signal, then write one reason and one next step. There may be more than one reasonable answer.

1. Situation: _____
Signal: _____ Because: _____ Next step: _____
2. Situation: _____
Signal: _____ Because: _____ Next step: _____
3. Situation: _____
Signal: _____ Because: _____ Next step: _____
4. Situation: _____
Signal: _____ Because: _____ Next step: _____
5. Situation: _____
Signal: _____ Because: _____ Next step: _____
6. Situation: _____
Signal: _____ Because: _____ Next step: _____

Reflection Activity

Use a real or fictional situation. Keep it private if you want. You never have to describe trauma, abuse, self-harm, suicidal thinking, or another experience that feels unsafe to write about.

The moment: what happened?

The meaning: what did I notice or need?

The move: what small, safe next step could I try?

Private reflection option: Write privately, adapt the details, use a fictional example, or skip any part that feels too personal. You never have to share your response.

Practice Scenario

A student is dealing with a school & goals moment at school, at home, or online. They notice a strong reaction and are unsure what to do next. They decide to pause, name one signal, and ask a trusted person for clarity or support.

What might the student notice?

What could be more than one possible explanation?

What is one respectful and safe next step?

Weekly Challenge

Try one small practice for seven days. You may restart, adapt, or ask for support. Consistency does not have to be perfect.

☐ Day 1: I tried _____ I noticed _____

☐ Day 2: I tried _____ I noticed _____

☐ Day 3: I tried _____ I noticed _____

☐ Day 4: I tried _____ I noticed _____

☐ Day 5: I tried _____ I noticed _____

☐ Day 6: I tried _____ I noticed _____

☐ Day 7: I tried _____ I noticed _____

Weekly Challenge Reflection

A pattern I noticed:

A strength I used:

An obstacle or support:

One adjustment I want to make:

A habit I want to continue:

Personal Action Plan

One lesson I want to remember:

One habit I want to build:

One action I will take this week:

One support person or resource:

One backup plan if the first step is difficult:

Additional Support

If a concern feels too heavy, lasts, interferes with daily life, or affects safety, tell a trusted adult and ask for qualified support. In the United States, call or text 988 for immediate mental-health crisis support. If someone is in immediate danger, call 911. Elsewhere, contact local emergency or crisis services.

My support map

Trusted adult: _____ School/community support: _____ Professional resource: _____

Knowledge Check

1. Which statement best describes school & goals?

A. It requires perfection B. It is information and practice C. It replaces support D. It guarantees an outcome

2. What is one flexible next step when a moment feels difficult?

A. It requires perfection B. It is information and practice C. It replaces support D. It guarantees an outcome

3. When should someone involve a trusted adult or qualified professional?

A. It requires perfection B. It is information and practice C. It replaces support D. It guarantees an outcome

Answer and Explanation

1. B — the skill is information and practice, not a diagnosis or guarantee.

2. B — choose a small, safe step such as pausing, asking a question, writing, or reaching out.

3. B — involve support when concerns persist, interfere with life, feel overwhelming, or affect safety.

Key Takeaways and Inspiration

- School & Goals is a practice, not a fixed label.
- Difficult emotions are valid information, not proof of failure.
- You can adapt activities, keep writing private, and ask for support.
- Small actions, flexible plans, and connection can help you keep moving.

EMPOWERING YOUNG MINDS / INSPIRING BRIGHT FUTURES

Completion, Sources, and Support

This guide provides general educational information. It does not diagnose conditions, provide treatment, or replace individualized support from a parent, caregiver, school professional, pediatrician, counselor, or other qualified professional.

Name: _____ Date: _____

Homepage and additional resources:

1. American Psychological Association — Stress
<https://www.apa.org/topics/stress>
2. American Psychological Association — Resilience
<https://www.apa.org/topics/resilience>
3. American Academy of Pediatrics — Helping Adolescents Feel in Control
<https://www.aap.org/en/patient-care/mental-health-minute/helping-adolescents-feel-in-control-during-stressful-times/>
4. Centers for Disease Control and Prevention — Managing Stress
<https://www.cdc.gov/mental-health/living-with/index.html>
5. National Institute of Mental Health — Child and Adolescent Mental Health
<https://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health>



<https://theguerrayouthfoundation.org/>