Breaks as a Skill

Youth & Adolescent Skills | 30 minutes | 3-10 participants | Ages 10-17 with trained adult facilitation

Purpose

Plan an appropriate break and a clear way to return to an activity.

Materials: Paper or a printable handout, Pens or an accessible writing alternative, Optional blank cards or simple drawing materials

Invite and agree - 3 minutes

Name the purpose and the right to pass, observe, write, or use fiction. Agree that people share only their own experiences and do not promise absolute group confidentiality.

Introduce the example - 3 minutes

A young person loses focus during a long task. Ask what is known and what is still a guess.

Practice: Planning workshop - 17 minutes

Plan an appropriate break and a clear way to return to an activity. Sketch several possible responses, compare access and likely tradeoffs, and choose one adjustable plan with a backup.

Reflect together - 4 minutes

What makes a break usable rather than a punishment? Ask what fit, what did not fit, and what would make the exercise more accessible. Do not interpret another person's response.

Choose a next step - 3 minutes

Invite one optional action, support request, or question to carry forward. Passing is a valid closing response. Confirm how to seek appropriate support outside the activity.

Facilitator fit and boundaries

For ages 10-17 with trained adult facilitation. Use age-appropriate fictional examples, clarify privacy limits, and follow safeguarding procedures.

Offer observation, private writing, or a fictional example. Adapt instructions and group size to access needs. No client responses are collected by this page.

Original AI-assisted educational draft; independent clinical review pending. Version 1.0. Conceptual reading: TIP 41: Substance Abuse Treatment: Group Therapy, TIP 57: Trauma-informed Care in Behavioral Health Services. Source links appear on the online activity page.