Breaks as a Skill

You may write, draw, think quietly, use fiction, or pass. Share only what you choose. This is an educational practice activity, not an assessment.

An optional fictional starting point

A young person loses focus during a long task.

1. Choose an ordinary or fictional example. You may keep details private.

2. Try this task: Plan an appropriate break and a clear way to return to an activity.

3. What makes a break usable rather than a punishment?

4. One optional next step, support request, or question I want to carry forward.

You can pause or stop. Ask your facilitator for an alternative if this activity does not fit. Keep identifying details out of any shared copy.