

Tweens: Friendship and Emotions | Facilitate

Facilitating Tween Peer Work

Professionals and caregivers | 10 to 15 minutes | Session guide

Support reflection about peer relationships while protecting choice and privacy.

Tween peer work benefits from a clear agreement about what can stay private and when an adult must act for safety. Explain these limits in words the young person understands before inviting personal examples.

How to use this page

Preview the selected page, ask whether a fictional example would be easier, and offer writing or discussion. In groups, require respect and allow passing without an explanation.

Separate uncertainty from harm

A delayed reply and a repeated campaign of humiliation need different responses. Ask enough to understand context without interrogating. Do not assume every interpretation is inaccurate. Racism, ableism, exclusion, and identity-based harassment require appropriate action and support, not simply another perspective exercise.

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Coach without taking over

Ask what the tween wants from the conversation: listening, ideas, or help contacting someone. Practice wording together only with agreement. Avoid promising secrecy you cannot keep or demanding access to private communications as the price of being heard. Follow your role's safety and safeguarding duties.

Evaluate fit, not popularity

Look for increased choice, usable support, and respectful interactions rather than a target number of friends. Adapt for communication differences, sensory needs, and cultural meanings of friendship. If a practice did not happen, examine opportunity, adult availability, and the tween's preference before changing the task. End with a mutually understood next step and a way to seek support sooner.

1. The privacy agreement, access adaptation, and adult follow-up I will provide

Facilitator notes and adaptation

These activities are not social-compliance training or a bullying investigation protocol. Independent clinical review is pending. If distress substantially affects daily life, arrange appropriate assessment rather than extending worksheets indefinitely.

PK02-07 | continued**About this resource**

AI-assisted original draft for More Than Therapy. Version 1.0. Source and editorial checks: 27 October 2026. Independent clinical review pending; no human clinical reviewer is recorded. The references below inform concepts and do not validate or endorse this original page.

Conceptual references

PA02 | Centers for Disease Control and Prevention | Positive Parenting Tips: Middle Childhood

https://www2c.cdc.gov/podcasts/media/pdf/PosParenting_MidChildhood.pdf

PA03 | StopBullying.gov / U.S. Department of Health and Human Services | What Kids Can Do

<https://www.stopbullying.gov/kids/what-you-can-do>

PA04 | Centers for Disease Control and Prevention | Tips for Coaching Teens to Recognize and Manage Emotions

<https://www.cdc.gov/parenting-teens/tips-coaching-emotions/index.html>