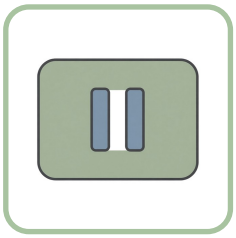
Name: _____

Circle the break card.

Look at the pictures. Circle the break card.

1





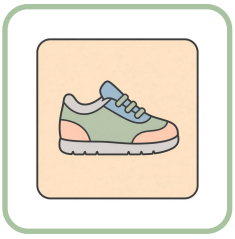
2



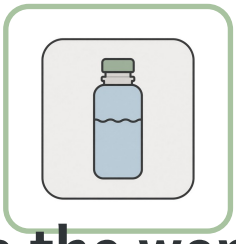


3





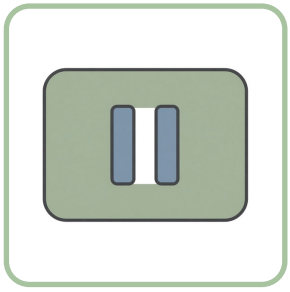
4





Trace the word.

Trace the word break.



break

break

break

Name: _____

Match the card to the break.

Cut out the pictures. Glue each next to its card.

quiet	move	water	space

✂ Cut on the dashed lines.






What break do you like?

Circle the breaks you like.






my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











quiet

water

move

space

ready

Fill in the word.

Pick a word from the box. Write it in the space.

quiet · move · ready · timer



1. I need _____.



2. I need to _____.



3. I am _____.



4. The _____ shows break time.

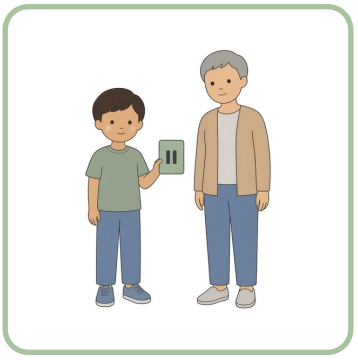
Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam comes back ready



Sam shows the break card



Work feels too hard

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. A break is OK.

2. A break means I am in trouble.

3. I can show a card.

4. I must come back right away.

Name: _____

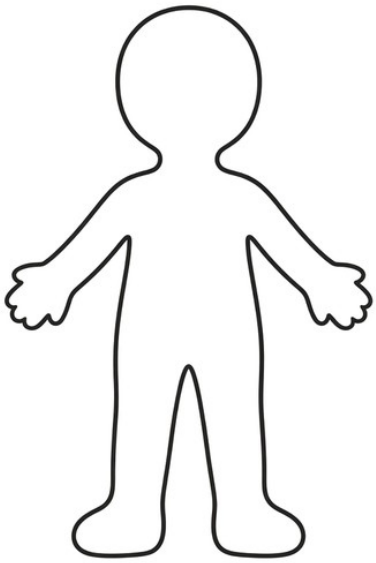
My break menu.

Draw or write three breaks that help you.

1	2	3

My body tells me I need a break.

Where do you feel it? Color or check.



- ☐ tired eyes
- ☐ tight shoulders
- ☐ fast heart
- ☐ busy legs
- ☐ sore head
- ☐ hot face
- ☐ want to cry
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “My work feels too hard.”

2. “The room is too loud.”

3. “Lee shows me the space card.”

Today.

Today I took a break when...

What did I do on my break?

Taking a Break · Answers

For grown-ups

Name: _____

Answers

E1: row 1: icon break card; row 2: icon card quiet; row 3: icon card move; row 4: icon card water
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: icon card quiet = quiet; icon card move = move; icon card water = water; icon card space = space; icon card ready = ready
D2: 1. quiet; 2. move; 3. ready; 4. timer
D3: 1. Work feels too hard; 2. Sam shows the break card; 3. Sam comes back ready
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Honor every break request, especially early on. Trust builds when the card works every time.
- Breaks are not rewards and must never be taken away as a consequence.
- Keep the break card set within easy reach: lanyard, desk strip, or AAC page.
- Let the child decide when they are ready. Avoid "one more minute, then back to work."
- Teach and model the ready card so returning is also the child's choice.
- Plan proactive breaks into the schedule before overload, not only after.