

Conflict Cool-Down Posters – Levels A & B

To support students to identify and express healthy ways to calm their bodies and minds during moments of conflict or strong emotion.

By creating a Conflict Cool-Down Poster, students build awareness that calming strategies help restore balance, linked to Mercury in the Playful Astronauts journey, where managing extremes requires calm and thoughtful responses.



Learning Intentions

Students aim to experience and recognise things that help their body feel calm.

Students aim to respond to or choose calming strategies using pictures, actions, gestures, or AAC.

Students aim to participate in a shared routine that supports calm and safety with adult guidance.



Success Criteria

I can take part in making a calm poster with support.

I can attend to my poster or others' posters by looking, touching, or showing interest.

I can attend to my poster or others' posters by looking, touching, or showing interest.

I can use or recognise a calm strategy with adult support.



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Duration: 8 - 12 minutes

Objective

To support students to identify and express healthy ways to calm their bodies and minds during moments of conflict or strong emotion. By creating a Conflict Cool-Down Poster, students build awareness that calming strategies help restore balance, linked to Mercury in the Playful Astronauts journey, where managing extremes requires calm and thoughtful responses.

Players

Whole class or small groups

Suitable for 3 - 16 students

Students work individually with adult support, then share briefly in pairs or as a group

What You Need

A4 or A3 paper

Coloured pencils

Optional: calming images or symbols (breathe, quiet space, hug, nature, walking)

Optional: textured materials (fabric, foam shapes, card)

AAC devices, switches, or communication boards as required

Display space titled "Cool-Down Zone"

Setup

Prepare a calm working area with tables, trays, lap desks, or floor spaces.

Gather students and introduce the idea using simple, reassuring language:

"Sometimes our feelings feel big."

"We can practice things to help our bodies feel calm."

Briefly connect to the Mercury theme in simple terms:

"Mercury can be very hot and also very cold."

"Our feelings can feel like that too."

◀ "We can learn ways to cool down and feel balanced again."

"Being calm helps us feel just right."

Show a finished example or a simple model poster if helpful.

Ensure AAC devices are switched on and open to basic regulation or action words.



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Step 3: Sharing and Noticing

Sharing is optional and brief.

Students may:

- Look at their poster
- Point to it
- Show it to an adult or peer
- Use AAC to indicate finished or like

Adults model language for the group:

“This is a great calming poster.”

“Being calm helps our bodies feel safe.”

Step 4: Display

With adult assistance, place posters in the “Cool-Down Zone.”

Allow students to watch their poster being displayed.

- Refer to the posters later during regulation moments:
“Let’s look at our calming posters.”

Debrief / Reflection

Keep reflection short and concrete.

Ask one question at a time with wait time:

“Do you like feeling calm?”

“Did this help you today?”

“Can we be calm now?”

Accept responses through eye gaze, gesture, AAC, facial expression, or movement.

Reinforce the key message:

“Being calm helps our bodies feel better.”

Winning the Game

There are no winners or losers.

Every poster is a helpful calm tool for the classroom.

Sensory-Specific Learner Variation

Purpose: To support regulation, comfort, and emotional safety.

Adjustments may include:

Using textured or weighted materials for tactile input.



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- Allowing large-scale drawing on vertical surfaces.
- Providing movement breaks before or after participation.
- Using calming music or a quieter workspace.
- Reducing the task to touching or choosing a calm symbol only.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: calm, breathe, help, quiet, stop, finished.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC every time they name or model a calming strategy.

Accessibility and Inclusion Notes

- Ensure all materials and display areas are reachable.
- Use adaptive grips, trays, or lap desks as needed.
- Allow adult or peer assistance without removing student ownership.
- Accept all forms of expression equally.
- Emphasise that different calm strategies work for different people.

Teacher Notes

“Conflict Cool-Down Posters – Levels A & B” supports early self-awareness, emotional regulation, and joint attention. It is not about students independently managing conflict, but about experiencing calm supports and recognising regulation tools in a safe, predictable way. The posters become a shared visual resource that can be gently referenced during future moments of dysregulation, reinforcing the Mercury theme of balance through calm.

