

Conflict Cool-Down Posters - Levels C & D

CREATIVE

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 recognise what helps them feel calm when they are upset or frustrated.

Students aim to use drawing, symbols, or words to express calming strategies that help them regulate emotions.

Students aim to share and learn calm-down strategies to support peaceful problem-solving during conflict.



Success Criteria

I can draw, choose, or show something that helps me calm down.

I can share or explain how my calm-down strategy helps me feel better.

I can listen to other students' ideas and try a calm-down strategy when I feel upset.



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Duration: 10 - 15 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 4 - 26 students

Students work individually, then share as a group or with a partner

What You Need

A4 or A3 paper

Coloured pencils

Calming word or picture cards (e.g. breathe, count, talk, quiet space, hug)

Optional: textured materials for sensory engagement

AAC devices or communication boards as required

Display space titled "**Cool-Down Zone**"

Setup

1. Gather students and briefly revisit the Mercury theme:
 - "Mercury has very hot and very cold times."
 - "Our feelings can feel like that too."
 - "We can learn ways to cool down and feel balanced again."
2. Explain that feeling upset or frustrated is normal.
3. Introduce the idea of cool-down tools, using simple language:
 - "Cool-down tools help our bodies and brains feel calm."
4. Brainstorm calm-down ideas together and record them visually on the board.
5. Ensure tables, clipboards, trays, or lap desks are accessible.
6. Confirm AAC devices are on and open to feelings, actions, or regulation pages.



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Gameplay

Step 1: Teacher Models

The teacher models by drawing a simple poster.

- Draw or symbolise one calm-down strategy (e.g. breathing).
- Say:
 - "This helps me feel calm when I'm upset."

Step 2: Student Creation

1. Invite students to choose one or more calm-down or cool-down strategies that work for them.
2. Students create a poster by:
 - Drawing pictures of their strategy
 - Writing single words about their strategy or feelings
 - Gluing or placing symbols/pictures on their page
 - Using digital tools if preferred
3. Adults support students by:
 - Offering two choices at a time (eg, breathing or going for a walk)
 - Scribing words for the student
 - Modelling alongside the student
 - Hand over hand writing/drawing
4. Encourage personalisation using colour and design.

Step 3: Sharing and Learning

1. When posters are finished, invite students to share with:
 - The whole group
 - A partner
 - A small group
2. Ask supportive prompts:
 - "What did you draw?"
 - "How does it help you feel calm?"
3. Highlight that students may learn new strategies from others.

Step 4: Display

- Place posters in the Cool-Down Zone as a reminder of calm choices.
- Refer to the posters during future conflict or regulation moments.



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Debrief / Reflection

Ask one question at a time, allowing multiple response modes:

- "What helps you calm down?"
- "Which idea would you like to try?"
- "How can calm help us fix problems?"

Reinforce the key message:

"When we calm our bodies, our problems feel easier to solve."

Winning the Game

There are no winners or losers.

Every poster is an important tool that helps the whole class feel safe and supported.

Sensory-Specific Learner Variation

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

Adjustments include:

- Use textured materials (soft, smooth, rough) to represent feelings.
- Allow movement breaks before or after the activity.
- Encourage large-scale drawing on vertical surfaces if helpful.
- Offer calming music or quiet working spaces.
- Allow students to choose observation or partial participation.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: calm, breathe, help, stop, quiet, feel better

2. Model AAC Use

- Teacher selects symbols while naming strategies aloud

3. Supported Expression

- Students may:
 - Choose symbols instead of drawing
 - Point or eye gaze
 - Activate a switch
 - Use partner-assisted scanning

4. AAC Reflection

- Ask: "What helps you feel calm?"
- Students respond using AAC, gesture, or pointing

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Accessibility and Inclusion Notes

- Ensure all workspaces are physically accessible.
- Provide adaptive drawing tools if needed.
- Allow peers or adults to assist with creating or displaying posters.
- Accept all forms of expression equally.
- Emphasise that different strategies work for different people.

Teacher Notes

“Conflict Cool-Down Posters – Levels C & D” supports self-awareness, emotional regulation, and peaceful conflict management. It works well following Peace Pals and reinforces the Mercury theme of balance. The posters become a practical, student-owned resource that can be referred to during real-life moments of emotional challenge in the classroom.

