

Peace Pals - Levels A & B

PLAY

To support students to recognise small conflicts and practise resolving them using calm bodies, kind words, and respectful listening. Through playful role-play, students explore everyday disagreements and learn peaceful strategies, linked to Mercury in the Playful Astronauts journey, where balance is needed to manage extremes.

Learning Intentions

Students aim to experience calm ways to respond when there is a small problem.

Students aim to participate in a shared routine that practises turn-taking and gentle problem-solving with adult support.

Students aim to respond to simple social situations using actions, gestures, visuals, or AAC.

Success Criteria

I can participate by watching, listening, or responding during the activity.

I can show a calm response using my body, gesture, picture, or AAC.

I can take turns with support from an adult.

I can respond when a problem is shown or named.



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Duration: 8 - 12 minutes

Objective

To support students to recognise small conflicts and practise resolving them using calm bodies, kind words, and respectful listening. Through playful role-play, students explore everyday disagreements and learn peaceful strategies, linked to Mercury in the Playful Astronauts journey, where balance is needed to manage extremes.

Players

Whole class with adult support
Suitable for 3 - 16 students
Students work with an adult or in very small supported pairs

What You Need

Scenario prompt cards or simple visual pictures showing common classroom or playground disagreements (found in PDF resource)
Open space for role-play (carpet area, open classroom space, or clear corner)
Optional: visual cue cards for problem, solution, kind words, take turns, sorry
AAC devices or communication boards as required

Setup

Gather students in a small group or semi-circle.
Ensure students are seated comfortably on the floor, chairs, or wheelchairs.
Briefly introduce the Mercury theme using simple language:
"On Mercury, things can feel too big or too small."
"Our feelings can feel like that too."
"We can learn to be calm."

Explain the focus clearly:

"This is pretend."
"We will practise being calm."
"We want to use kind actions."

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



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Gameplay

Step 1: Adult Modelling

The teacher models the entire activity first.

Show a simple picture of a small problem, for example two people wanting the same object.

Say:

"This is a common problem."

Pause and allow students to look or respond.

Then model a calm solution using actions and words, for example:

- Giving enough personal space, with hands by your side
- Calm breathing, lowered voice
- Allowing the other person a chance to respond and have a turn (show kindness)

••••• Say while modelling:

"It's ok, we can take turns."

Activate or point to matching AAC symbols if available.

Step 2: Supported Student Participation

Invite one student at a time to join the teacher.

Show the same scenario card again.

Support the student to respond in any way, including:

- Looking at the picture
- Touching the card
- Making a sound
- Pointing to the card
- Activating AAC

The adult then supports the student to choose or show a solution by:

- Selecting between two visuals (e.g. take turns / finished)
- Copying a calm body action
- Activating an AAC symbol

The adult narrates clearly:

"You are being calm with me."

"You chose to be kind and let others go first."



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Step 3: Repeat and Rotate

Repeat the same scenario with another student, or use one additional scenario only. Maintain repetition and predictability. Students may observe without participating directly. Stop the activity early if students show signs of fatigue or dysregulation.

Debrief / Reflection

Keep reflection short and concrete.

Ask one question at a time with wait time:

“What did calm look like?”

“Who helped you?”

“Can we be calm again?”

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

Reinforce the key message:

“Calm bodies help problems feel smaller.”

Winning the Game

There are no winners or losers.

Success is shown through participation, calm behaviour, and shared attention.

Sensory-Specific Learner Variation

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

Adjustments may include:

Using the same scenario repeatedly to reduce anxiety.

Allowing students to participate only by watching at first.

Providing calming tools such as a squeeze ball or deep breathing visuals.

Keeping all role-play seated and very brief.

Reducing expectations to body orientation or eye gaze only.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: stop, help, calm, my turn, your turn, finished.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols every time they model a solution.



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Accessibility and Inclusion Notes

All activities can be completed seated or standing.
Ensure visuals are large, clear, and within reach.
Allow listening-only or observing participation.
Pair students with familiar adults or peers for safety.
Celebrate all attempts equally, regardless of response mode.

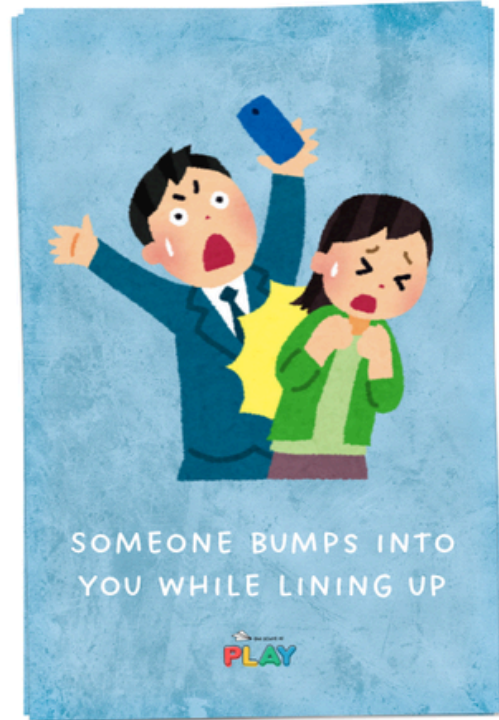
Teacher Notes

“Peace Pals – Levels A & B” supports early Personal and Social Capability, emotional regulation, joint attention, and supported problem-solving. It is not about resolving conflict independently, but about experiencing calm responses and safe adult-guided solutions, aligning strongly with Levels A–B developmental expectations. It works well as a gentle introduction to the Mercury theme of balance and can be revisited frequently using the same scenarios.



SCENARIO CARDS

PRINT AND CUT OUT THE CARDS. AN ADULT SHOWS ONE CARD, BRIEFLY NAMES THE SMALL PROBLEM, AND MODELS A CALM RESPONSE USING ACTIONS, VISUALS, OR AAC. A STUDENT IS INVITED TO COPY THE CALM ACTION, POINT TO A SOLUTION, OR RESPOND IN THEIR OWN WAY WITH SUPPORT. CELEBRATE EACH TURN.



SCENARIO CARDS



TWO STUDENTS REACH
FOR THE SAME BALL



SOMEONE TALKS WHILE
YOU ARE LISTENING



A FRIEND KNOCKS OVER
YOUR BLOCKS



A PEER SAYS "NO" TO
PLAYING YOUR GAME



SCENARIO CARDS



SOMEONE GOES FIRST
WHEN YOU WANTED TO



A PEER WON'T SHARE
THE CRAYONS



SOMEONE STANDS TOO
CLOSE IN THE
PLAYGROUND



A FRIEND SAYS "STOP"
DURING A GAME

