

Peace Pals - Levels C & D

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 understand what a small conflict is and learn simple, kind ways to solve it.

Students aim to work with a partner to practise solving pretend disagreements using words and actions.

Students aim to stay calm, take turns, and show respect during role-play situations.



Success Criteria

I can listen to my partner and take turns during role-play.

I can use kind words to help solve a small problem.

I can act out a simple conflict and show a peaceful solution.



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Duration: 10 - 15 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, working in pairs or small groups
Suitable for 6 - 26 students

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

1. Gather students in a group and briefly revisit the Mercury theme:
 - “On Mercury, it can be very hot or very cold.”
 - “Big feelings can feel like that too.”
 - “We can learn to stay calm and find balance.”
2. Explain what a conflict is using simple language:
 - “A conflict is when people don’t agree.”
3. Let students know this is pretend practice, not real arguments.
4. Brainstorm a few common problems together or show prepared scenario cards.
5. Model expectations clearly:
 - “We use calm voices.”
 - “We listen.”
 - “We practise kind words.”
6. Confirm AAC devices are on and open to social language, feelings, or problem-solving pages.



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Gameplay

Step 1: Teacher Models

The teacher role-plays a short scenario with another adult or confident student.

- Act out a small problem (e.g. both want the same item).
- Pause and say:
 - “What is the problem?”
- Model a kind solution using simple language:
 - “Can we take turns?”
 - “I’m sorry.”
 - “You can go first.”

Step 2: Pair Up and Practise

1. Put students into pairs or small supported groups.
2. Give each pair a scenario card or verbal scenario.
3. Each pair completes three steps:
 - Act the problem out (very briefly).
 - Pause and think about kind words.
 - Act the solution using calm voices and respectful actions.
4. Adults support with prompts, modelling, or sentence starters as needed.

Step 3: Share and Rotate

- Rotate scenarios if time allows.
- Invite some pairs to show their role-play to the group.
- Remind students they may watch instead of perform if preferred.

Debrief / Reflection

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

- “What kind words did you use?”
- “How did it feel when the problem was solved?”
- “What can we do next time there is a problem?”

Reinforce the key message:

“When we use kind words and calm bodies, problems feel easier to fix.”

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Winning the Game

There are no winners or losers.

Success is shown by effort, listening, calm behaviour, and trying kind solutions.

Sensory-Specific Learner Variation

Purpose: To support regulation and emotional safety during role-play.

Adjustments include:

- Keep role-plays short and predictable.
- Allow students to choose whether to act, speak, or point to visuals.
- Provide calming tools (squeeze ball, deep breaths, quiet space).
- Reduce group size for students who feel overwhelmed.
- Allow observation-only participation before joining in.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: help, stop, sorry, take turns, my turn, your turn, calm

2. Model AAC Use

- Teacher selects AAC symbols while speaking solutions aloud

3. Supported Communication

- Students may:
 - Activate a button
 - Point to symbols
 - Use eye gaze
 - Choose between two solution options

4. AAC Reflection

- Ask: "What helps fix the problem?"
- Students respond using AAC, pointing, or gesture



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Accessibility and Inclusion Notes

- All role-play can be done seated or standing.
- Ensure acting spaces are clear and accessible.
- Allow gestures, visuals, or listening-only participation.
- Pair students thoughtfully with supportive peers or adults.
- Celebrate effort, not performance.

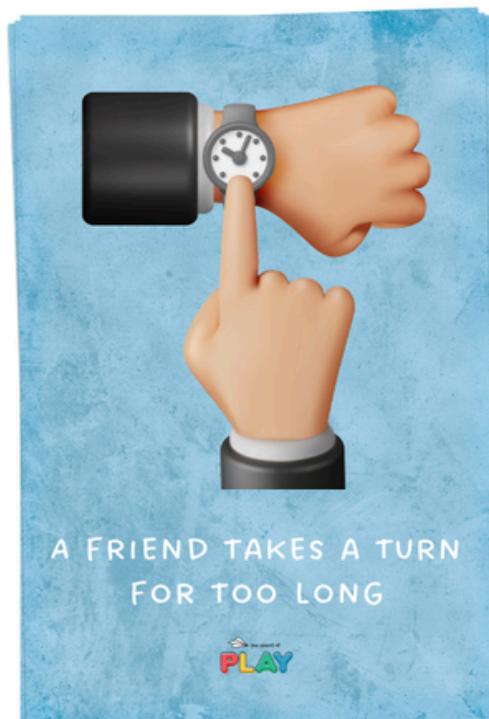
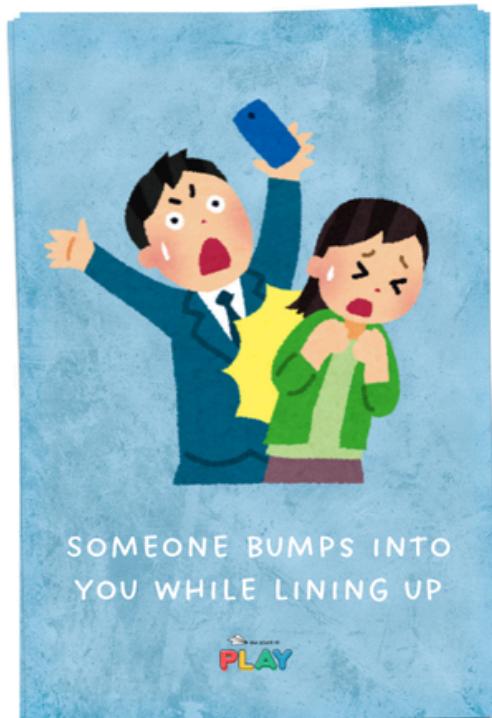
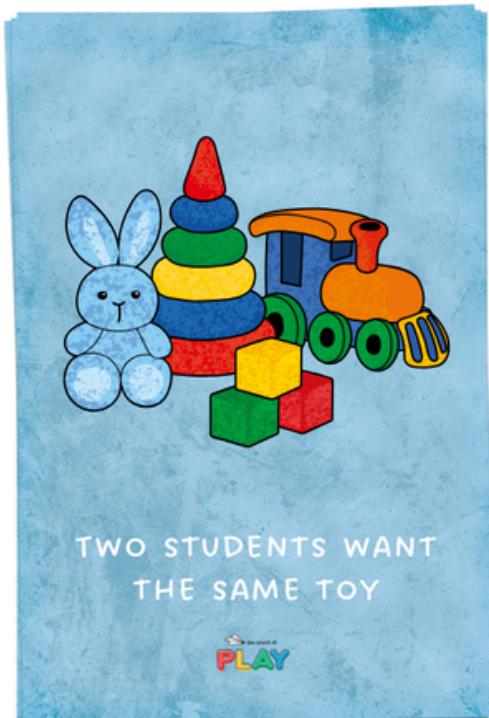
Teacher Notes

“Peace Pals – Levels C & D” supports conflict awareness, cooperation, emotional regulation, and understanding how behaviour impacts others. It fits well within the Mercury theme of balance and calm decision-making and provides safe, guided practice for managing everyday disagreements in the classroom and playground.

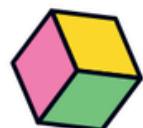
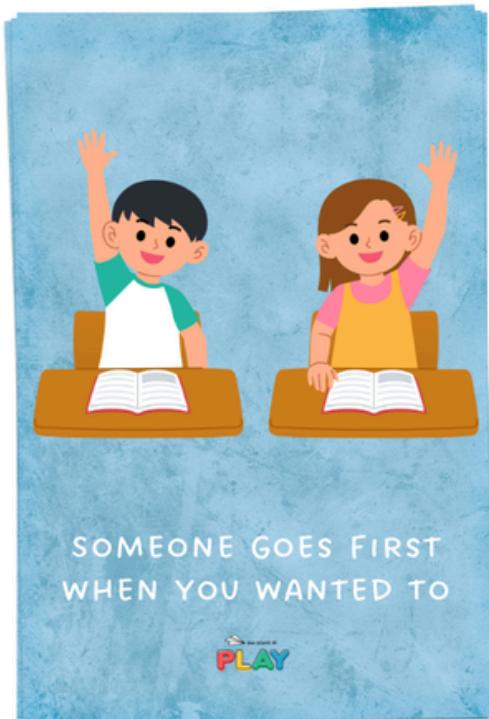


SCENARIO CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS WORK IN PAIRS AND CHOOSE ONE SCENARIO CARD TO ACT OUT. WITH TEACHER SUPPORT, THEY PAUSE, NAME THE PROBLEM, AND PRACTISE USING CALM BODIES AND KIND WORDS TO SHOW A PEACEFUL SOLUTION. ROTATE CARDS, CELEBRATING EFFORT AND RESPECTFUL BEHAVIOUR.



SCENARIO CARDS



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

