

Peace Pebbles - Levels A & B

GRATITUDE

To support students to practise generosity and peaceful problem-solving by creating and gifting a Peace Pebble. Inspired by Mercury in the Playful Astronauts journey, students learn that thoughtful, calm actions can help repair relationships, reduce conflict, and bring people together.



Learning Intentions

Students aim to participate in a creative activity that represents calm and kindness.

Students aim to experience giving or keeping a kind object with adult support.

Students aim to respond to feelings of calm or kindness using actions, gestures, visuals, or AAC.



Success Criteria

I can take part in decorating a pebble with support.

I can choose or respond to who my pebble is for.

I can show or respond to calm or kind feelings during the activity.

I can stay with the activity for part or all of the time.



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Duration: 12 - 15 minutes

Objective

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Players

Whole class or small groups

Suitable for 3 - 16 students

Students work individually with adult support, then share briefly if appropriate

What You Need

One smooth pebble per student

Paint pens, markers, or acrylic paints

Paper towel or cloths for clean-up

Optional: stickers or simple symbols

Optional alternative: paper circles or cardboard discs

AAC devices, switches, or communication boards as required

Setup

Prepare tables, trays, or lap desks with materials within easy reach.

Ensure students are seated comfortably on chairs, floor mats, or in wheelchairs.

Introduce the activity using calm, simple language:

“This is a Peace Pebble.”

“It helps us feel calm.”

“We can give it or keep it.”

Briefly connect to the Mercury theme in accessible terms:

“Mercury can feel too much sometimes.”

“Being calm helps us feel just right.”

Model holding and touching the pebble slowly.

Confirm AAC devices are switched on and open to basic people, feeling, or kind-word pages.



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Gameplay

Step 1: Choosing a Person (or self)

Hold up a pebble and model choice-making:

“This pebble is for...”

Offer two clear options at a time using visuals or gestures, for example:

- Friend / Me
- Home / School

Students may respond by:

- Pointing to the pebble or someone else
- Looking at the pebble
- Touching a picture/image they want the teacher to narrate
- Activating AAC

::::: Adults narrate the choice clearly:

“This pebble is for you.”

“This pebble is for my Mum.”

Step 2: Decorating the Peace Pebble

Invite students to decorate their pebble slowly.

Students may:

- Dab colour or paint it
- Scribble on it
- Choose between two colours only
- Place a sticker on it
- Simply hold and explore the pebble

Adults support through:

- Hand-over-hand assistance
- Modelling beside the student
- Offering limited choices
- Narrating calmly

Use language such as:

“Slow hands, be calm.”
“You’re using calm colours.”



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Step 3: Optional Message

For students who are ready, adults may add a simple message dictated by the student, such as:
"Kind."
"Calm."
"Thank you."
Messages may be spoken, pointed to, or selected on AAC and written by the adult.

Step 4: Giving or Keeping the Pebble

Students choose what happens next with their pebble:

- Give it to a person now
- Put it in their bag to take home
- Place it in a classroom Peace Basket
- Keep it nearby as a calming object

All choices are valid and respected.

Debrief / Reflection

Keep reflection brief and concrete.
Ask one question at a time with wait time:
"Does the pebble help you to feel calm?"
"Is this a kind thing to do?"
"Who is your pebble for?"

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

Reinforce the message:

"Small calm things can help us feel better."

Winning the Game

There are no winners or losers.

Success is shown through participation, calm engagement, and gentle giving.

Sensory-Specific Learner Variation

Purpose: To support regulation, focus, and tactile comfort.

Adjustments may include:

Allowing students to explore the pebble before decorating.

Using larger or textured stones for easier grip.

Offering sponge dabbers or finger painting instead of pens or brushes.

Playing quiet music or nature sounds.

Allowing students to choose a paper circle instead of a pebble.



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AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: calm, kind, friend, me, thank you, happy.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols while describing choices and actions.

Accessibility and Inclusion Notes

Ensure all materials are reachable and easy to handle.

Provide adapted tools or grips if required.

Allow adult or peer assistance without removing student ownership.

Accept all forms of participation equally.

Reinforce that choosing the pebble for oneself is always acceptable.

Teacher Notes

“Peace Pebbles – Levels A & B” supports early generosity, emotional regulation, sensory exploration, and joint attention. The activity is not about explaining peace or resolving conflict independently, but about experiencing calm, kindness, and giving in a tangible way. It works beautifully as a gentle Mercury-themed reflection activity and provides students with a physical reminder that calm choices can be carried with them beyond the classroom.

