

# Conflict Cool-Down Posters

# WRITTEN

To help students identify and express healthy ways to calm down when they feel angry, frustrated, or upset during a conflict. By creating their own **Conflict Cool-Down Poster**, students will begin to understand that calming strategies, like deep breathing, asking for help, or finding a quiet space, can help turn problems into peaceful moments, just like the Playful Astronauts learn on Mercury.



## Learning Intentions

**I can reflect on what helps me feel calm when I'm upset or frustrated:**

This encourages students to recognise their own emotional responses and coping strategies.

**I can use drawing to show calming ideas that work for me:**

This supports emotional literacy through creativity and personal expression.

**I can share my ideas with others and learn new ways to stay calm during a conflict:**

This helps build a community of shared understanding and supportive problem-solving.



## Success Criteria

**I can draw or write something that helps me cool down when I feel upset:**

This ensures students are engaging in self-awareness and creating a visual reminder for self-regulation.

**I can talk about my picture and explain how it helps me feel better:**

This promotes verbal communication and emotional expression.

**I can listen to other students' calming strategies and try them when I feel upset:**

This builds empathy, active listening, and a toolkit of ideas to manage conflict calmly.



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## Objective:

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## Players:

Ideal for 4–26 students working individually, then sharing as a group.

## Materials:

- A4 or A3 paper
- Coloured pencils
- Optional: calming word cards or visual aids (e.g. "Take a breath," "Count to 5," "Hug a soft toy") (You could brainstorm this list as a whole class on the board prior to starting).
- Display space for posters in a "Cool-Down Zone"

## Time Required:

10–15 minutes

## Setup:

Begin by gathering students and reviewing the *Mercury* page from *The Playful Astronauts* book. Explain that Mercury teaches us how to manage hot and cold moments, just like we sometimes feel angry or sad, then calm again. Remind students that it's normal to feel upset sometimes, especially during a disagreement.

Introduce the idea that we all need tools to help us cool/calm down, and today, they'll be creating a special poster with their own cool-down strategies.



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## Gameplay:

### Explain the Activity:

Ask students: "What helps you feel calm when something goes wrong or when you're having a disagreement?"

Offer examples to help them think:

- "Taking three deep breaths."
- "Talking to a teacher or adult."
- "Sitting quietly in a cosy spot."
- "Cuddling a teddy."
- "Having a drink of water."

Invite students to draw one or more of their ideas on a poster. They can use colours, pictures, and even write simple words if they are ready (e.g. "breathe," "talk," "hug").

Encourage them to personalise their posters and be proud of their unique calming strategies.

### Sharing and Discussion:

After the posters are complete, give each student a chance to share their drawing with the group or with a partner. Ask:

- "What did you draw?"
- "How does it help you feel better?"

As students share, they'll learn new ideas they may want to try next time they feel upset.

### Encourage Emotional Safety:

Let students know it's okay to have different ways of calming down. What works for one person might not work for another, and that's perfectly okay. The important thing is finding something that helps *you*.

### Winning the Game:

There is no winner. Every student's poster is a valuable contribution to the classroom's emotional toolkit. The goal is to explore and express calm-down strategies that help during conflict and strong feelings.



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## Classroom Variation:

In class, display the posters in a dedicated “Cool-Down Corner” where students can visit when they need a reminder of ways to calm down.

## Additional Notes:

“Conflict Cool-Down Posters” is a powerful creative activity to help students build emotional awareness and self-regulation. It gives students ownership of their feelings and equips them with strategies to manage conflict. By linking to the lessons of planet Mercury, students are reminded that even in moments of emotional ‘heat’, they have the power to cool down, reflect, and respond kindly.