Zones of Regulation Lesson Plan

**Presenters:** Tiffany Schuette, Deb Yancy, & Kelly Davies

**Unit:** Understanding Myself & Emotional Regulation

**Title:** Zones of Regulation

**Grade Level:** 1st Grade

**Time:** 30-45 Minutes

**Materials:**

* *Zones of Regulation –* Teacher Survey (Copied in Yellow)
* *The Zones of Regulation (Reproducible E)* – Visual on board
* *Zone Idioms (Reproducible M)* – Make flash cards, one idiom per card
* *Zones Bingo (Reproducible F, Cards 1-8)* – For Bingo Game
* Chips or some form of markers for the Bingo game (can use cardstock cut into small squares)
* *Zones of Emotion (Reproducible C)* – cut into squares
* Computer and projector for videos
* Lesson Derived from The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control. A book by Leah M. Kuypers

**Learning Activities:**

1. Introductions – Mrs. Yancy and Mrs. Davies. What they do in their job at school.
2. Introduce topic – Zones of Regulation (they will recall the information from the Zones presentation last year). Review each Zone with the Zones chart visual on the board (Reproducible E). Encourage kids to look at the facial expressions in each Zone to get them to guess what feelings fit in each Zone. Enlarge the chart and cover the feelings words in each Zone to aid in discussion and get their responses. Ask students to respond and tell about a time when they felt they were in the Blue, Green, Yellow, or Red Zones.
3. Explain to students that there is no such thing as a “bad” Zone because there are times in which we all experience each Zones (even adults do!). Also make it clear that this is different than any behavior modification system they have in their classroom.
4. Make flash cards out of the Zone Idioms (Reproducible M). Place the flash cards under the document camera one by one and have students guess in which Zone each idiom fits. See below for printable Zone Idiom flash cards.
5. Ask *“Why is it important to know what someone’s facial expression means?”* (Explain what a facial expression is and give examples. Look for responses such as ‘we read facial expressions so we are able to tell what other people are feeling or thinking and they give clues to what other people are thinking and we can adjust our behavior.’
6. Use the Zones Bingo cards (reproducible F) Explain to students that they will play Zones Bingo to practice organizing facial expressions and to discover new emotions. Use the Zones Emotions cards (Reproducible C) and place them under the documents camera to call out names of emotions. Allow time for them to match the emotion with a facial expression on their board. As you read the emotions mention what Zone the feeling is in and talk about strategies that can help them move to Green Zone.
7. If they are having a hard time identifying the facial expression ask another student to demonstrate the expression. To check accuracy have the students read back the emotion and identify into which Zone each emotion falls. Continue for 15 minutes.
8. Tell students that now if they hear their teacher say “you are in Blue Zone” they know what it means and can use strategies to move to Green Zone. They can use the Zones as a tool to help them self-regulate or feel calm and ready to learn.
9. Show videos if there is time left over:
   * Here is a video on what it looks like to be in the Blue Zone (explain that we see blue and red zone in the video): <http://www.youtube.com/watch?v=a5ze5PfDEzI&index=2&list=PL87B22B04EC463D3B>
   * Here is a video on what it looks like to be in the Green Zone (After viewing, ask students why Dory is in Green Zone): (Finding Nemo: Just Keep Swimming): <https://www.youtube.com/watch?v=sB6W2VAx2J8>
   * Here is a video on what it looks like to be in the Yellow Zone (Walk through the many different Zones that are in this video): <https://www.youtube.com/watch?v=2mOqWxM5PyY>
   * Here is a video on what it looks like to be in the Red Zone (After viewing, ask students why she is in Red Zone): <http://www.youtube.com/watch?v=pq9hBEvFNlM&list=PLD7C6A74DFECE6B3F&index=1>
10. Collect the completed survey from the teacher or send a survey via Google forms for the staff to complete.

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| **Down in the dumps** | **Feeling Blue** |
| **Downhearted** | **Under the weather** |
| **Why the long face?** | **In seventh heaven** |
| **Cool as a cucumber** | **I feel ten feet tall** |
| **Pleased as punch** | **On top of the world** |
| **I’m cool** | **On cloud nine** |
| **I’m down with that** | **Wound up** |
|  |  |
| **At my wit’s end** | **At the end of your rope** |
| **Butterflies in my stomach** | **Woke up on the wrong side of the bed** |
| **Under the wire** | **Ants in your pants** |
| **Chip on your shoulder** | **Fish out of water** |
| **Cause a stir** | **Lost my cool** |
| **Go bananas** |  |
| **Ready to boil** | **Go to pieces** |
| **Blow off some steam** | **Come apart at the seams** |
| **About to explode** | **Thrilled to bits** |
| **Mad as a hornet** | **Over the moon** |
| **Beside yourself** | **Jumping for joy** |