Zones of Regulation Lesson Plan

**Presenters:** Tiffany Schuette (School Counselor) & Kelly Davies (Occupational Therapist)

**Unit:** Understanding Myself & Emotional Regulation

**Title:** Zones of Regulation

**Grade Level:** 2nd Grade

**Time:** 45 Minutes

**Materials:**

* *Zones of Regulation –* Teacher Survey (Copied in Yellow)
* *The Zones of Regulation (Reproducible E)* – Visual on board
* *Stop, Opt, and Go (Reproducible GG) –* 16 pre-prepped copies.
* *“Me in My Zones” Packet (Reproducible L)* – One for each student
* *Zones toolbox poster* – to be posted in the classroom
* *Zones of Regulation Toolbox (Reproducible Z)–* Handout
* Computer, document camera, 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. Davies - What she does in her job at school as an occupational therapist. Hand out teacher and student surveys at this time if you are administering the surveys.
2. Introduce topic – Zones of Regulation. Project Reproducible E (the Zones chart). Enlarge so only the faces on the chart are showing and the words on the bottom cannot be seen by the students. Point to the title of the chart and explain that the Zones are the four different colors and that all of the feelings we experience can fit in these four different colors (blue, green, yellow, and red). Point to the word Regulation. Explain that this also means self-regulation and it means helping yourself. So if you are angry (point to the Red Zone), you do something to help yourself feel better and move to Green Zone. “If you are feeling sad you don’t want to feel sad all the time, you want to self-regulate – you want to help yourself feel better and move to Green Zone so you feel happy again.”
3. Continue to use Reproducible E on the projector to explain each Zone with the visual on the board. Encourage kids to look at the facial expressions in each Zone to get them to guess what feelings fit in each color. Keep Reproducible E enlarged and the feelings words in each Zone hidden to help aid in discussion and get their responses. (It is important that students learn to recognize facial expressions.) Ask students to respond and tell about a time when they felt they were in the Blue, Green, Yellow, or Red Zones.
4. 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.
5. Explain to students that we have many different emotions and there are times it is expected to be in a certain Zone; now we are going to review strategies on what to do when we are in a Zone but need to get to another Zone. Using the Zones Toolbox Poster, encourage the students to offer suggestions on what they can do when they are in the Blue, Green, Yellow, and Red Zone. Fill out as a class until the poster is full or they can add strategies later with their teacher when they think of other strategies. If you don’t have a poster fill out a copy of a toolbox (Reproducible Z) under the document camera.
6. Introduce Stop, Opt, and Go as a strategy they can use to help them remember to stop (Stop) and consider options (Opt) before they act (Go). Ask “Why do you think it is important that we learn how to problem solve to fix a tough problem?”
7. Have students consider a stoplight. Ask them what each light of the stoplight means. Tell them they will use a stoplight to learn how to problem solve to avoid the Red Zone and improve how they get along with others. Tell them that when they find themselves moving towards Red Zone they need to Stop – like when they are at a red light! While at the Yellow light (in yellow Zone) they want to slow down and think of as many options as possible (OPT), both good and not-so-good. While they consider each option they need to look ahead to consider what will happen next if they choose that option. After they OPT (think about their options) they need to GO with the best choice. That choice will keep you in Green Zone.
8. Have a STOP, OPT, and GO example worksheet ready to show them under the document camera so they have a better understanding of the activity. Use the problem “A classmate broke an expectation” for the example and work though the worksheet under the document camera so they know how to fill it out.
9. Prep 16 copies of the STOP, OPT, and GO Solution Finder worksheet beforehand and write one problem on each copy of the worksheet using the examples below. Give each student a worksheet and instruct them to brainstorm different options to find the best solution to their problem. (If you have more than 16 students in the class they can pair up with someone who has a worksheet and work together.) Give them 5-10 minutes to come up with several options (good and not-so-good) and write them down. Next, they will decide on their best solution that will keep them in the Green Zone and write it on the bottom of their sheet.
	* You lost the game
	* Your idea wasn’t picked as the favorite
	* You got a much lower grade on your test than you expected
	* A classmate blamed you for something you didn’t do
	* The teacher doesn’t call on you when you had your hand up and knew the answer
	* There was an unexpected change in your schedule
	* A promise from a friend was broken
	* You don’t like the hot lunch and didn’t bring one from home
	* Too many people are talking loudly around you
	* You were late for class
	* Someone sat in your seat
	* You were paired up for a project with a classmate you dislike
	* Class ran late and it cut into your free time
	* You caught someone cheating and it annoyed you
	* Someone stole something from you
	* A classmate is not sharing
10. After they finish filling out their worksheets have the class gather on the carpet and ask each student to come to the front and share what they came up with for each problem (options and solution).
11. For a wrap-up ask “How can using your new tool STOP, OPT, and GO help you (in school or at home)?” and elicit responses.
12. 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.
13. If there is time left over hand each student a copy of a “Me In My Zones” packet (reproducible L).
14. Collect the completed survey from the teacher or send a survey via Google forms for the staff to complete.

See below for printable problems for STOP, OPT, and GO

**You lost the game**

**Your idea wasn’t picked as the favorite**

**You got a much lower grade on your test than you expected**

**A classmate blamed you for something you didn’t do**

**The teacher doesn’t call on you when you had your hand up and knew the answer**

**There was an unexpected change in your schedule**

**A promise from a friend was broken**

**You don’t like the hot lunch and didn’t bring one from home**

**Too many people are talking loudly around you**

**You were late for class**

**Someone sat in your seat**

**You were paired up for a project with a classmate you dislike**

**Class ran late and it cut into your free time**

**You caught someone cheating and it annoyed you**

**Someone stole something from you**

**A classmate is not sharing**

**\*\*\*Use this problem for the example:**

**A classmate broke an expectation (running in the halls)**