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:** 3rd Grade

**Time:** 50-60 Minutes

**Materials:**

* *Zones of Regulation –* Teacher Survey (Copied in Yellow)
* *The Zones of Regulation (Reproducible E)* – Visual on board
* *‘When to Use My Yellow Zones Tools’ (Reproducible CC) –* handout
* *Role Play Scenarios* – one scenario per group
* *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. They can also fill out a copy of their own toolbox (Reproducible Z) while the poster is being completed.
6. Place a copy of the ‘When to Use My Yellow Zones Tools’ worksheet under the document camera and show the graph at the top of the page. Explain that this line represents their Zones through the day. Point to the Yellow and Red Zones and ask what type of strategies they can use to calm down. Elicit responses then point to the Blue Zone and ask them what type pf strategies they can use to increase their alertness if they are in the Blue Zone.
7. Point to the peak of the Red Zone and ask if this is where they should *first* try using a tool (no). Point to where the Yellow Zone starts and ask the question again. Explain that they don’t want to wait until they are at the height of the Red Zone to try a tool. Stress the importance of stopping to use a tool that calms them as soon as they feel themselves moving into the Yellow Zone.
8. On the graph, point to where it says “How would my day look different?” and explain how this is the point where we went into Red Zone and now we are moving to Yellow Zone, then to Green and we are feeling more calm. Ask “How would this student’s day be different if he or she would have used a tool to stay in control as soon as he or she got into the Yellow Zone?” Stress that when they use the tools they picked out for the Yellow Zone, they are able to avoid going into the Red Zone.
9. Hand out copies of the ‘When to Use My Yellow Zones Tools’ worksheet and have the students fill out the worksheet to remind themselves how they feel in the Yellow Zone.
10. Explain to students that now we are going to use role plays to help learn when and how to use their tools when they are in the Yellow Zone.
11. Split the class into five groups, distribute the role plays, and tell them they will act out the role play as written. Next, they will work as a group to identify the best time to use a Yellow Zone tool and decide which tool or tools they think would be helpful in getting back to the Green Zone. Finally, they will act out the role play a second time, this time making better choices in which they avoid the Yellow Zone and stay in the Green Zone.
12. Use the following role play as an example for the class. With another teacher act out what you can and role play the alternative where you make better choices to stay in Green Zone.
	* You are in P.E. class playing basketball with classmates. You have the ball and make a basket but a classmate accuses you of traveling. You didn’t think you did and you get ticked off, yelling back that he or she is a liar. On the next play, the same classmate has the ball and you are trying to block his shot. He charges into you, knocking you down. You get up, shove him down, and the next thing you know both of you are in the principal’s office.
13. Assign students the following role plays to act out. Before they present the role play read it aloud to the class.
	* You are in class for your hardest subject. As the teacher is giving the class instructions, you are distracted by another student who is making noises to himself. Before you know what is happening, the teacher tells you to get your book open to the correct page. You open the book but feel lost about where to look. Then, when the teacher asks you to share your answer with the class you lose it, slam you book shut, and yell “I don’t know!”
	* You are excited because it is Friday and you have a sleepover after school. As the day goes on, you are feeling silly and are having a hard time concentrating. During Reading class you start talking to the person sitting next to you rather than doing your quiet reading. The teacher redirects you but you cannot get into it. You get up and sharpen your pencil, and again the teacher tells you to get back to reading. You start to read but don’t even remember what you have read when you get to the bottom of the page. You read it again but just can’t concentrate. The teacher asks the class to move on to the worksheet and answer the questions about what they read. You ask your classmate for help, but he ignores you. The teacher asks the students to turn in their work but you didn’t get any work done.
	* You are invited to play a game with some classmates. There are four colors of game pieces, and you start to worry about getting the red one. Unfortunately, a classmate gets red first. You start getting very irritated because red is your favorite color, and you always get red. You blurt out “I want red!” The classmate replies, “I do too and I had first pick.” You are furious and storm away.
	* You are working on a science project with a partner. You are good at science and know exactly what to do, but your partner has his own ideas too that he keeps trying to tell you. You don’t listen and keep telling him that you know what you are doing, each time with a firmer tone in your voice. You both are getting more frustrated with each other and then all of sudden you realize that you were wrong and made a mistake. Your partner snaps at you saying “I told you so!” You shout back at him that you wouldn’t have made a mistake if he would have just been quiet and let you work.
	* You are using Legos to build a structure that you have been working on for days. Your brother comes by and wants to play too. You don’t want him to, but your parent said that you have to include him. He is trying to add to your design, but instead pieces start breaking off. You are very irritated with him and yell, “You always ruin it! I’m never letting you touch my Legos again!
14. After the role-plays are finished stress with students the importance of recognizing you are going into the Yellow Zone and using a strategy to keep you calm and in Green Zone. Reference the graph on our ‘When to Use My Yellow Zones Tools’ worksheet.
15. 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.
16. Collect the completed survey from the teacher or send a survey via Google forms for the staff to complete.

(See next page for printable roleplays)

**#1**

Directions: Read the following role play and act it out to the class. As a group, decide which tool or tools you think would be helpful in getting back to the Green Zone. Finally, act out the role play a second time, this time use a tool to make better choices so you avoid the Yellow Zone and stay in the Green Zone.

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**The teacher asks the class to move on to the worksheet and answer the questions about what they read. You ask your classmate for help, but he ignores you. The teacher asks the students to turn in their work but you didn’t get any work done.**

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**#5**

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