Zones of Regulation Lesson Plan

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

**Unit:** School-Wide Zones Implementation

**Title:** Zones of Regulation – Introduce Zones

**Grade Level:** 2nd, 3rd, 4th, & 5th Grades

**Time:** 45 Minutes

**Materials:**

* *Zones of Regulation –* Teacher Survey (Copied in Yellow)
* *Zones of Regulation Pre-Test –* Student Survey (Copied in White)
* *Zones of Regulation Post-Test–* Student Survey (Copied in Salmon)
* *The Zones of Regulation (Reproducible E)* – Visual on board
* *Zones of Emotion (Reproducible C)* – cut into squares
* *Times when it is Expected to be in each Zone (Reproducible G)* – Scenarios cut into squares
* Zone color construction paper for emotion squares & scenario squares (or use reproducible H for both)
* *Zones of Regulation Toolbox (Reproducible Z)–* Handout
* *Zone Idioms* (Reproducible M)
* 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. Give the teacher the Teacher Survey and administer the Pre-Test Survey to the students. Read through each item aloud as a class.
2. Introductions – Mrs. Davies - What she does in her job at school as an occupational therapist.
3. 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.”
4. 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.
5. 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.
6. In the next activity use the Zones Emotion cards to help explain different emotions for each Zone. Shuffle the cards and randomly place an emotion under the document camera. Have students take turns offering what Zone they think it fits in. Have that student come up, take the emotion from under the document camera and place it in the correct Zone on the board. Can use Reproducible H under the document camera. Continue until all emotions are completed.
7. Explain to students that it is okay to be in any Zone. Sometimes there are times when we are expected to be in a certain Zone. Tell students that we have different scenario cards that explain times when it is okay to be in a certain Zone. Shuffle the cards and randomly place a scenario card under the document camera. Have students take turns offering what Zone they think it fits in. Have that student come up, take the card from under the document camera and place it in the correct Zone on the board. Continue until all scenarios are completed.
8. Show videos:
	* 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): (Video title – Toy Story 3 Barbie gets donated): <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): (Video title - 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): (Video title - Mike’s New Car): <https://www.youtube.com/watch?v=zfC_GuHiP68>
	* 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): (Video title - Snoopy Lucy Kiss Dog Germs): <http://www.youtube.com/watch?v=pq9hBEvFNlM&list=PLD7C6A74DFECE6B3F&index=1>
9. Explain to students that we learned many different emotions and when it is expected to be in a certain Zone; now we are going to learn strategies on what to do when we are in a Zone but need to get to another Zone. Using the Zones Toolbox Handout (Reproducible Z) encourage the students to offer suggestions on what they can do when they are in the Blue, Green, Yellow, and Red Zone. (Second grade will fill out one as a class under the document camera. Students in grades 3-5 fill out their own toolbox of strategies.)
10. Read the different Idioms (Reproducible M) provided in the book to help give a clearer perspective on the Zones. Use strategies offered in the book to help prompt students and offer suggestions on how to move to Green Zone.
11. 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.
12. Administer Post-Test Survey to the students and read each item out loud with the class. Collect the completed survey from the teacher as well or send a survey via Google forms for the staff to complete.