Zones of Regulation Lesson Plan

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

**Unit:** Understanding Myself

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

**Grade Level:** 4 Year-Old Kindergarten, 5 Year-Old Kindergarten, and First Grade

**Time:** 30 Minutes

**Materials:**

* *Zones of Regulation –* Teacher/Student Survey (Copied in Yellow)
* *The Zones of Regulation (Reproducible E)* – Visual on board
* *Zones of Emotion (Reproducible C)* – cut into squares
* Zone color construction paper for emotion squares (or use reproducible H)
* 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. Use some of the Zones Emotion cards (reproducible C) to help explain certain emotions for each Zone. Shuffle the cards and randomly place an emotion under the document camera. Have students take turns sharing what Zone they think it fits in. Have the 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.
6. Role play each Zone starting with green, then go to blue, yellow, & red. Have them guess which Zone is being acted out. Give examples and Role Play how to move from the blue Zone to the green Zone or from the red Zone to the green Zone and talk about different strategies that can be used.
7. 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>
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.
9. Collect the completed survey from the teacher or send a survey via Google forms for the staff to complete.