

1. The Zones of Regulation Intro

Grade: Three

Subject: Social Skills (Health)

Time: 60 minutes

Unit: The Zones of Regulation

Driving Question:

How do you feel throughout the day at school? How can you identify your emotions?

Curriculum Outcomes: Health Strategies for Positive Personal Development and Healthy Relationships:

1. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
2. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
3. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

Screencast:

[Whole Body Listening](#)

Resources/AT Tips:

Whole Body Listening Poster at [Whole Body Listening Larry Poster](#)

Remind students about what it means to be a whole body listener. Students will use their personal iPads as well as the iPads in the Learning Centre. Remind students with LDs to utilize their speech to text feature. The desktop computer and Smart board are connected to view the flipped lessons.

Lesson Procedure

21st Century Skills

I do:

As I read aloud "Scaredy Squirrel", ask student to consider how Scaredy is feeling. Point out his facial expressions and actions related to how he is feeling. Remind students what it means to be a "Whole Body Listener".

find, validate
remember, understand
collaborate, communicate
analyze, synthesize
critical thinking
evaluate, leverage
create, publish
citizenship

You do: Students will be shown photos of themselves with Velcro on the back. They will be shown how to place them into the Zone they are in as they enter the Learning Centre. This routine will be a daily activity. Students will work on following anchor charts (of how the heart, muscles and brain feel in each of the zones).

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<p>We do: I will read aloud “Scaredy Squirrel”. I will ask students to listen as I read and pay attention to the illustrations to identify the emotions that Scaredy is feeling throughout the book. Students will provide the teacher with post it notes of pre-label emotions (tired, sick, sad, bored, happy, calm, focused, frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, surprised, terrified, angry, aggressive). Students will receive immediate feedback on whether they communicate effectively.</p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>We share: With a partner, share and respond to at least five feelings. Personal examples of situations will be shared.</p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>Differentiation</p>	
<p>Using the Zones of Regulation feelings/facial expression cards and colour board, have students work with a partner or group to classify the cards. Students play charades, acting out the feelings/facial expression cards.</p>	
<p>Adaptations: Non readers will be paired with a higher academic, supportive student Using Apple iPad accessibility features to read text Students with LDs can use text to speech</p>	<p>Enrichment: Provide link to blogs about 4 Inspiring Kids.</p>
<p>Evaluation: Students will be evaluated using a checklist and anecdotal notes to determine their understanding of self-regulation.</p>	
<p>Teacher Reflection: Be mindful of students who have the same expression for each feeling – use class set of small mirrors to show expressions. Use simplified facial expressions to show how the eyebrows/mouth should look.</p>	

How do I feel?

rate

Muscles are...

-  alert
-  relaxed
-  tensing
-  very tense







BRAIN is








I Feel...
Heart rate is regular
Muscles are alert
Brain is alert and involved

Ready to Work..
GREAT JOB!







I Feel
Heart rate is low
Muscles are relaxed
Brain is zoned out

Go For Green...
Get a drink of water
Go for a short walk
Go outside for 10 breaths







I Feel...
Heart rate is fast
Muscles are very tense
Brain has checked out
my body has taken over

Go For Green...
Go to Quiet Room
5 Belly Breaths
Go for walk outside
Calming music



I Feel...
Heart rate is speeding up
Muscles are tensing
Brain is starting to lose control over
my body

Go For Green...
Hookups
5 Belly Breaths
Bounce on Ball
Calming music



The **ZONES** of Regulation® Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student is in control in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, or terror when in the Red Zone and is described as being "out of control."

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors: Behaviors that give people around you good or comfortable thoughts about you.

Unexpected behaviors: Behaviors that give people uncomfortable thoughts about you.

What is the size of the problem? and Is this a Big or Little Problem?: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

1 Social Thinking vocabulary developed by Michelle Garcia Winner, Thinking About You Thinking About Me (2007)

2 Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, Superflex: A Superhero Social Thinking Curriculum (2008)