

2. Zones – Let’s Face It!

Grade: Four

Subject: Social Skills (Health)

Time: 60 minutes

Unit: The Zones of Regulation

Driving Question:

Why is it important to know what someone’s facial expression means?

Students increase their vocabulary of emotions, recognition of facial expressions and deepen understanding of zones.

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:

[We Are in a Book](#) [View Prezi](#) Complete explanation of Zones

Resources/AT Tips:

Any time I am teaching, review Whole Body Listening Poster. Essential to review.

[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

I do: Remind students what it means to be a “Whole Body Listener”.
I’ll start off my making a series of dramatic facial expressions, asking students to guess how I’m feeling each time. Continue until I stump them! Point out that it is important to read facial expressions so that we are better able to tell what other people are thinking and feeling and so we can adjust how we are acting.

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).

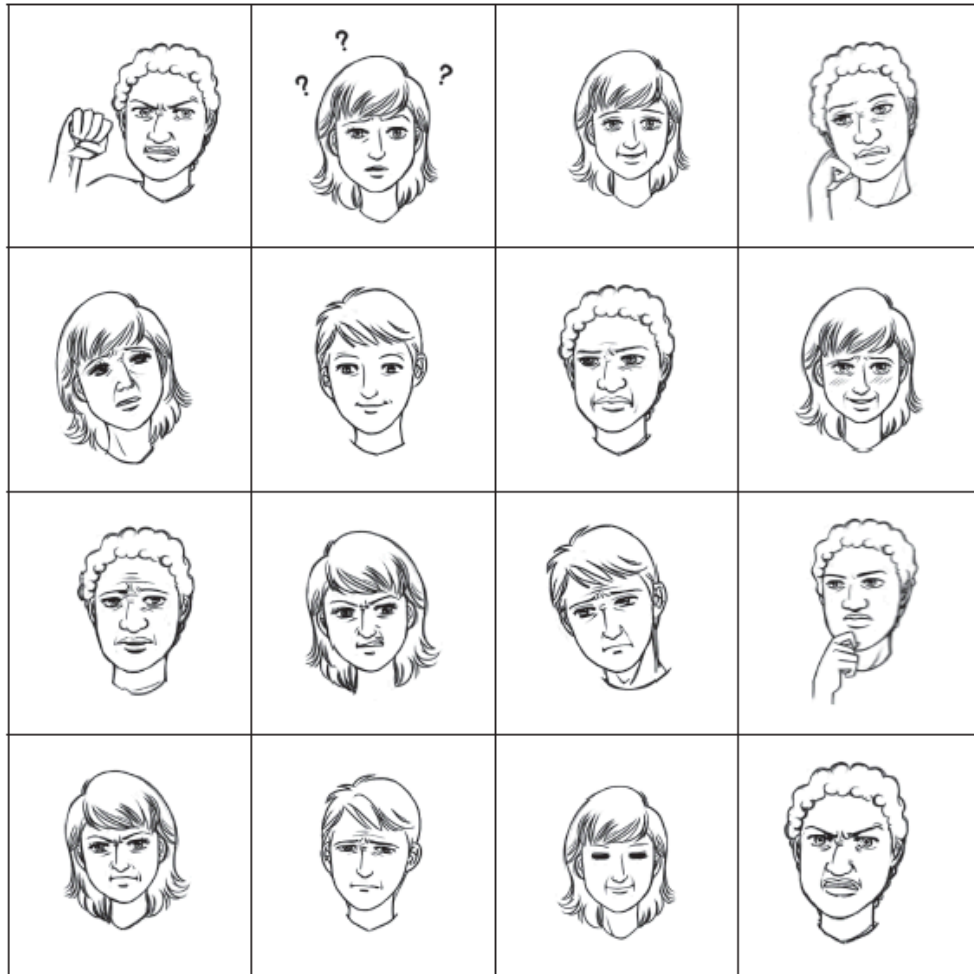
21st Century Skills

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

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<p>Students will use facial expression cards from the Zones to practice using individual mirrors.</p>	<p>citizenship</p>
<p>We do: As I read aloud “We Are in A Book”, ask student to identify how the characters are feeling based on their facial expressions. Students will pass the teacher post it notes of pre-labeled 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. Students play Zones Bingo matching emotions to pictures of facial expressions.</p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>We share: Students will play a game of charades using the cards. Turn taking, positive feedback and use of the mirrors will be emphasized. Students can use personal iPads to record if applicable.</p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>Differentiation 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: Students create a PicCollage of facial expressions for each zone.</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>	

ZONES Bingo



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