



# ZONES OF REGULATION

Lesson 7: How Do I Feel?

# GOALS

- ▶ Clients understand that different events change the way they are feeling
  - ▶ Clients improve their ability to use emotional vocabulary to describe how they are feelings
  - ▶ Clients are able to classify the feelings into the zones to demonstrate understanding the zones concept
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# MATERIALS NEEDED

- ▶ For younger clients


How Do I Feel? An interactive reading book of emotions by Joan Green

- ▶ For older clients

I Have Feelings, Too? An interactive reading book of Emotions for teens, adults and seniors by Joan Green

- ▶ Four small sheets of construction paper, one in each color of the zones
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# PREPARATION

- ▶ Obtain the correct book and have all Velcro pictures attached to the front pages.
  - ▶ Arrange four sheets of construction paper on the table in the order of the zones.
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# LEAD-IN

1. Explain to the client many things happen to us throughout the day that influence our zones and use an example with which the clients can identify:

*“I notice that although a person may be in the Green Zone, if another person bumps into him or her, it seems to make him or her upset and puts that person in the Yellow Zone. Just a little thing like someone bumping into you can change what zone you are in within a second.”*

# LEAD-IN continued

- ▶ Ask the client to think of examples of things that make them change zones.


2. Share with the client what they will do and the goals of the lesson.

# ACTIVITY


1. Inform the clients that you will explore feelings and the different zones by using the book, *How Do I Feel? Or I Have Feelings, Too!*
2. Begin with the client sorting all of the book's pictures onto the construction paper that represents the four zones. While the client completes this task, you can assess their understanding of the zones and various emotions by their ability to sort the pictures correctly into the zones.



# ACTIVITY continued

3. Once the client completes the sorting task, instruct them to read the scenario on each page of the book. After each scenario, have the client state which zone it would put them in.
  4. Have the client choose a corresponding feeling picture from the zone they indicated and attach it with Velcro onto the page to complete the phrase. This provides further assessment opportunities ensuring the client's ability to use the motion term in the correct context.
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# WRAP-UP

- ▶ Ask the client to provide more examples of circumstances that change the zone they are in. This will demonstrate how well they can apply what they learned in the activity to meaningful experiences.
  - ▶ Restate how quickly people can change zones when events happen. However, if they let others know that they are in the Blue, Yellow, or Red Zone, others may be more understanding.
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# WRAP-UP continued

- ▶ If the client reveals that certain things push them to the Yellow or Red Zone, assure them that you will try to be careful not do the things and work so they occur less frequently.

# ADDITIONAL ACTIVITIES TO BUILD ON ZONES

## ▶ Generalize Learning

Inform parents of the learning concept and ask them to help clients keep a list of circumstances that influence them to change their zone at home and in the community.

# ADDITIONAL ACTIVITIES TO BUILD ON ZONES continued

## ▶ Additional Learning Activity

### Zone Idioms (Reproducible M)

Read aloud or make flash cards of idioms and have the client guess what emotion and zone those idioms describe. Explain the meaning of the expressions and have the client describe a circumstance that made them feel that way.