



Zones of Regulation

Lesson 1: Creating Wall Posters of The Zones

GOALS

- Clients become familiar with the concept of the Zones
- Clients increase emotions vocabulary
- Clients increase recognition of facial expressions

MATERIALS NEEDED

- Two 12" x 18" pieces of construction paper in each of these colors; green, yellow, red and one piece in blue
- A piece of black construction paper
- Markers in green, yellow, red and blue
- Glue
- Scissors

MATERIALS NEEDED

- One copy of the Zones Emotions – Reproducible C
- One copy of Zones Labels – Reproducible D
- One copy of The Zones of Regulation visual per student – Reproducible E

MATERIALS NEEDED

For Older Children: Container in which to put the cut-out pictures, such as a hat, bucket or jar

For Younger Children: On Monday When It Rained, by Cherryl Kachenmeister or **The Way I Feel**, written and illustrated by Janan Cain (NOTE: This is a suggestion from The Zones of Regulation but other books can be used. UCP does not have these books currently.)

LEAD-IN FOR ALL AGES

- o Get clients interested by asking if they believe they can categorize all the ways we feel and put into 4 groups or zones.
- o Introduce the concept of the zones with the wall posters for a visual

REVIEW OF THE 4-ZONES

- o There are four zones that are used to describe how your brain and body feel.
- o When you're in the **Blue Zone**, your body is running slow, such as when you are tired, sick , sad, or bored.

o The **Green Zone**, like a green light, is when you are “good to go”. If you are in the Green Zone, you may feel happy, calm, and focused.

o When entering the **Yellow Zone**, proceed with caution and slow down? The Yellow Zone describes when you start to lose control such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, or surprised. It is a good idea to use caution when you are in the Yellow Zone.

o The **Red Zone** is reserved for extreme emotions such as terror, uncontrolled anger, aggression, and elation. When you are in the Red Zone, you are out of control, have trouble making good decisions and must STOP.

ACTIVITY

For Younger Clients

For Preschool and early elementary aged clients, you can do the activity in the following way:

1. Introduce the zones and tell the client they will be using a book to help them learn how they can use zones to describe how they feel.

2. Using the book On Monday When It Rained or The Way I Feel, read to the client each description of how the character feels.

3. Before you reveal the character's emotion, have the client guess the emotion and which zone the character is in.

4. As you read the book, have the client glue each relevant emotion/state picture from Reproducible C onto the wall posters of the zones in the corresponding zone

(for example: silly – yellow, scared – yellow, disappointed – yellow or blue, happy – green, sad – blue, angry - red, thankful – green, frustrated – yellow, shy – yellow or blue, bored – blue, excited - yellow, jealous - yellow or red, proud – green).

5. Ask the client about a time they felt each of these emotions and assess their ability to identify emotions in themselves. After the book is finished, reiterate that it is okay that clients are in different zones at different times; this is expected and part of being who we are.

ACTIVITY

For Older Client

For upper elementary to high school aged clients, you can do the activity in the following way:

1. Take turns selecting a picture from the container. Tell each other what the emotion is and show the picture. If the emotion is less familiar to the client, provide examples of when you experienced the emotion (for example, sometimes I feel anxious before a test).

1. Take turns selecting a picture from the container and telling each other what the emotion is and show the picture.

If the emotion is less familiar to the client, provide examples of when you experienced the emotion (for example, sometimes I feel anxious before a test).

2. Ask the client to demonstrate which facial expression correlates with the emotion.

3. Discuss where to glue the picture within the zones.
(Informally assess if the client is grasping the concept of the zones through this task. Provide more support to the client if they are having a difficult time.)

4. Have the client glue the picture in the zone decided by the two of you.

5. Visually display the posters for the client to continue to view, such as on an uncluttered wall in the house at the client's eye level.

Refer to the posters frequently after you do this lesson to aid the client in checking in and learning the zones.

WRAP-UP

Assess the client's ability to recognize their zones by having them state how they feel at the present time and asking them to identify their zone.

Wrap-Up continued

Talk with your client about...

- o How will sorting the ways you feel and act into four zones help you understand yourself better?
- o How will it help you understand your classmates better?

Wrap-Up Continued

Emphasize

- When they understand how they are feeling, they are better able to control themselves.
- For example, when they recognize that they feel restless or frustrated, they are able to do something about it. Even if they don't have the tools to do something about it, they can tell others how they feel in a common language.

ADDITIONAL ACTIVITIES TO BUILD ON ZONES

Generalize learning by...

- o Share the Zones of Regulation with parents and other team members
- o Copies of the Zones of Regulation Visual (reproducible E) can be posted in several areas of the house

ADDITIONAL ACTIVITIES TO BUILD ON ZONES

Additional Learning Activity

Play a charades type of game. Put paper squares cut out of the 4 zones colors in a container. Discreetly draw one of the colors. Act out a feeling from that zone. Involving family members would make this activity more fun.