

ZONES OF REGULATION

Lesson 6: Me in My Zones



GOALS

- ▶ Clients gain an increased awareness of how they feel and look in each zone
- ▶ Clients improve their ability to identify which zone they are in

MATERIALS NEEDED

- ▶ One set of “Me in My Zones” worksheets (Reproducible L)
- ▶ Markers, crayons, or colored pencils (optional)
- ▶ Polaroid or digital camera and related equipment for printing (computer, printer, and paper) (Optional)
- ▶ Glue or tape
- ▶ Permanent think point marks (if using photographs)

PREPARATION

- ▶ Staple the pages (except the last page) of the Me in My Zones worksheets together to form a packet for your client.
- ▶ From the last page of the worksheets, cut out and glue the labels on the corresponding pages to use the Me in My Zones packet as a visual for the client to relate tools to each zone (see Lesson 12). Do this for each student packet.
- ▶ Create a visual of a finished product for the client to use as an example.

PREPARATION CONTINUED

Write down the different questions you want the client to think about for each picture:

- ▶ Are your muscles relaxed or tense?
- ▶ Is your breathing fast or slow?
- ▶ Is your heart beating fast or slow?
- ▶ Is your brain focused or cluttered?

PREPARATION CONTINUED

- ▶ What does your face look like?
- ▶ What sort of words and voice volume are coming out of your mouth?
- ▶ Other ideas you can point out include the following: flushed cheeks, mind racing, fidgety or can't sit still, slumped posture, head down, more sensitive to _____, pursed lips, furrowed eyebrows, etc.

LEAD-IN

- ▶ Engage students in discussion by asking the students the following question:
- ▶ *Do you believe there are signs our body gives us that help us know what zone we are in?*

LEAD-IN CONTINUED

- ▶ Talk about the different body signs written on the board, visually demonstrating them if possible. Ask students to think about and visualize which of these they experience. Stress that every student looks different in each zone.

LEAD-IN CONTINUED

- ▶ Explain to students that in this activity they will draw a picture or take a photo of what they look like in each zone. Review with the students the goals for this learning activity.

ACTIVITY

- ▶ Have clients either draw a picture of what they look like in each zone or take photos the client as they act like they are in each zone.
- ▶ Using a camera is particularly helpful for clients who have difficulty drawing.
- ▶ Tell the client they will have time to reflect on the clues their bodies give per zone.

ACTIVITY CONTINUED

- ▶ Have the client list next to each picture their body's signs for that zone. (For photographs, they can use permanent marker to write on the photographs.) You may find it easier or necessary to act as a scribe for students.

ACTIVITY CONTINUED

- ▶ You can evaluate the client's ability to recognize their bodies' signs by observing their drawings and listed clues. Ensure that the client's clues are authentic traits to them for each zone.

WRAP-UP

- ▶ Ask the client to share one of their pictures with someone (possibly a family member). This will give you an opportunity to assess their insight into their understanding of their own physiological cues for that particular zone.
- ▶ Pay attention to whether their view of their behavior fits with how you see them behaving within that zone.

WRAP-UP CONTINUED

- ▶ Assess whether the student can apply the zones in a meaningful manner, ask them the following questions.
 - *How can it be helpful for you to know how to read your body in the different zones?*
 - *Why would it be helpful to tell others what zone you are in?*

WRAP-UP CONTINUED

- ▶ Provide examples and explain that by reading bodily cues, clients will be able to catch themselves before they lose control.
- ▶ When clients are able to notice they are in the Blue, Yellow, or Red Zone, they can react to their body's signs and change the direction they are heading.

WRAP-UP CONTINUED

- ▶ Stress that they can adjust their interaction with someone depending on that person's zone. You can use the following statement to reiterate the point:

WRAP-UP CONTINUED

- ▶ *If I know that you are in the Red Zone, I will keep my distance until you cool down.*
- ▶ *If I can see that you are in the Yellow Zone, I can be careful that I do not do anything to upset you and can help you figure out how to get back to the Green Zone.*
- ▶ *If I know that you are in the Blue Zone, I may understand why you are participating less that day and help you find ways to get yourself going.*
- ▶ *If I know that you are in the Green Zone, I can expect you will be actively involved in the lesson or conversation and ready to learn.*

ADDITIONAL ACTIVITIES TO BUILD ON ZONES

Generalize learning by...

- ▶ In a variety of environments and situations, ask the client what zone they are in.
- ▶ Have the client share their “Me in My Zones” packets with parents and others with whom they work closely.
- ▶ Have the client revisit their portraits in each of the zones after some time and see if they can add more details.

ADDITIONAL ACTIVITIES TO BUILD ON ZONES

Additional learning activity

- ▶ Depending on the insightfulness of the client, direct feedback for clients on their body signs will be helpful. You can capture video of the client in each zone to provide more feedback for reflection.