

Hey kids! Come and pick our brains to learn about
The **Zones** of Regulation

THE ZONES OF REGULATION

PRIMARY THREE - SEVEN – LESSON GUIDE




THE ZONES OF REGULATION | LESSON PLANNING

	Early	First	Second	Third	Fourth
Mental and emotional wellbeing	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> <i>HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a</i>				
	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> <i>HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a</i>				
	<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> <i>HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a</i>				
	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> <i>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</i>				
	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> <i>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</i>				
	<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i> <i>HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a</i>				
	<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> <i>HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a</i>				
	<i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> <i>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</i>				

LEVEL	PROGRESSION
Early	<p>I can identify a range of emotions.</p> <p>I am beginning to understand how my behaviour affects me and how other people feel about me.</p> <p>I am aware of some tools I can use to regulate myself.</p>
First	<p>I can identify a range of emotions and am beginning to read my own body's cues to determine emotions that I am experiencing.</p> <p>I understand how my behaviour affects me and how other people feel about me. I am beginning to identify triggers that influence my behaviours.</p> <p>I can use tools to regulate myself when I am experiencing intense emotions.</p>
Second	<p>I can confidently identify a range of emotions and can read my own body's cues to determine emotions that I am experiencing.</p> <p>I can confidently explain how my behaviour affects me and how other people feel about me. I can identify triggers that influence my behaviours.</p> <p>I can confidently use tools to regulate myself when I am experiencing intense emotions and I know how to problem solve desirable solutions to problems I encounter.</p>
Third/Fourth	<p>I can confidently identify a range of emotions and am confident reading my own body's cues to determine emotions that I am experiencing.</p> <p>I can confidently explain how my behaviour affects me and how other people feel about me. I can confidently identify triggers that influence my behaviors.</p> <p>I can confidently use tools to regulate myself when I am experiencing intense emotions and I can confidently problem solve desirable solutions to problems I encounter.</p>

LESSON PLANS

Recommended Sequencing: Teach Lessons 1 – 5 // Teach the three 'Tools To Help Us' lessons // Teach Lessons 6.





<p>Lesson 1</p> 	<p>Introducing the Zones of Regulation</p> <ol style="list-style-type: none"> 1. <i>Lead-in</i> 2. <i>The Way I Feel</i> 3. <i>Wrap up</i> <p>1. Lead-in</p> <p>Introduce the lesson with Nurturing Norris (see lesson presentation) and explain that in this lesson we will hear about the Zones of Regulation, read a story called</p>
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'The Way I Feel' and use the story to identify emotions/feelings and what Zone they belong in.

On the following presentation page:

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Hey teacher!

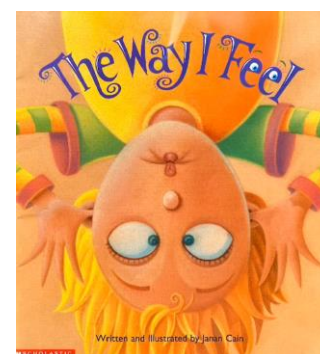
Click on the colour images to learn more about each zone.

Have a nice day!

Click on each of the colours and talk through with the class what feelings each Zone represents.

2. *The Way I Feel / On Monday When It Rained*

Using the book (or video in presentation) of 'The Way I Feel', read to the students each description of how the character feels. Before you reveal the characters' emotion, have students guess the emotion and which zone the character is in. As you read the story, you can ask the students about a time they felt each of these emotions and assess their ability to identify emotions in themselves – there is a chance to pick this up again in the Wrap-up - After the book is finished, reiterate that it is OK that students are in different zones at different times; this is expected in part of being who we are.



Using the lesson presentation show the images/emotions vocabulary from the book and ask the children to discuss what Zone they think the emotion/feeling belongs.

3. *Wrap-up*

Lead a discussion using Nurturing Norris' questions in the lesson presentation: *Have you ever felt any of the emotions / feelings that we read about in the book today? If so which ones? ...and can you think of what you were doing at the time? How do you feel right now? What zone are you in?*

Final word: When you understand how you are feeling, you are better able to control your feelings. For example, when you recognise you feel frustrated or



restless, you will be able to do something about it. Even if you're not sure what to do exactly, you can tell others how you feel by using The Zones of Regulation; blue, green, yellow and red.

Lesson 2



Feelings on Display

1. Lead-in
2. Feelings on Display
3. Wrap up

1. Lead-in

Introduce the lesson with Healthy Henry (see lesson presentation) and explain that in this lesson we're going to do some acting out of different feelings and emotions for our classmates to 'guess the feeling' and 'what Zone it is'. Then after our game, we will make a poster for our classroom for the Zones of Regulation.

Before you begin the Lead-in activity, you may wish to discuss each zone with the children to refresh the learning from the previous lesson.

The following activity can be done as a whole-class or in groups (depending on adult support).



Guess the Emotion

Spread out a set of cards face up. Take turns to choose a card but don't tell the others which you have chosen. Make a face / use your body to show the emotion and see if classmates can guess what it is and then what Zone it would be in.

2. Feelings on Display

Explain to students that now the class will create a poster to categorise emotions and the different ways they feel in the four Zones. The lesson presentation has some examples of displays. You may wish to discuss what kind of display the children would like to produce. By its nature, this activity is largely teacher-led in terms of the end



display (go wild teachers!) but the children should be involved, most importantly, when discussing which photos/pictures/drawings should be in each Zone. The display can act as a reference throughout the year and as an interactive resource; adding vocabulary / tools for helping us and any other related artwork/material as and when.

Please note: photo examples are just for ideas. Let your creative juices explode!



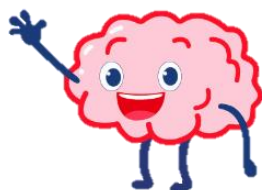
3. Wrap-up

Lead a discussion using Healthy Henry's questions in the lesson presentation:
Do you think the four Zones will help us to understand your own feelings? Why?
Do you think having the four Zones will help you understand what your classmates are feeling? Why?

Final word: When you understand how you are feeling, you will be better able to control yourself. You can use our wall display to remind you of the different feelings and the Zone that you are in.



Lesson 3



Expected vs Unexpected Behaviours

1. Lead-in
2. Unexpected or Expected Game / Body Parts in the Green Zone
3. Feelings and Behaviours / Miss Nelson is Missing!
4. Wrap-up

**You may wish to split this lesson into two sessions with 1 and 2 in one sitting and 3 and 4 in another sitting. If so, it would be best to the lessons in quick succession (within a day or two of each other).*

1. Lead-in

Introduce the lesson with Respectful Raccoon (see lesson presentation) and explain that we are going to be learning about 'expected' and 'unexpected' behaviour and how the way we behave (expected or unexpected) can affect how other people feel.

You, the teacher, should then perform a series of socially unusual or unexpected behaviours while you talk to the class/group.

- (a) Lie down on the floor, or have your body turned away from the class/group or splayed across a worktable / floor.
- (b) Begin to talk to the children about learning how to be part of a group/team. This could be an opportunity to touch on any classroom rules / Class charter stuff. Talk to the children as if nothing unexpected is happening.
- (c) Observe the children's reaction.

After a minute or two (depending on how curious the children are about your actions!), ask the children if they think there is anything unusual or uncomfortable with the way you are behaving.

- (a) Encourage them to talk about what you are doing that it is unexpected.
- (b) Allow the students to tell you about how they feel about you doing these unexpected behaviours.
- (c) Verbally praise them for figuring out that your behaviour is unexpected and elicit if they have not said already that it can make people feel 'nervous' or 'uncomfortable' because they don't expect it.

2. Unexpected or Expected Game / Body Parts in the Green Zone



Use the lesson presentation to play a picture sort game so the class can practice identifying 'expected' and 'unexpected' behaviours.

There are 8 behaviours (a picture will appear in the middle on first click – discuss with class – click again and it will zoom to the correct column).

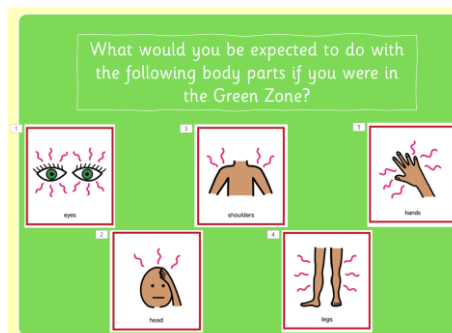
After you have played the game ask the children if they can think of any other behaviours that would be considered 'expected' or 'unexpected' in your school/classroom. You may wish to make a list of these (potentially to be added to your Zones of Regulation display (from previous lesson).

**Optional Rocket Job* Cut 'n' Stick activity - available in Files*



Using the lesson presentation foster a discussion about what children are expected to do with the following body parts when working in a group, if they are in the Green Zone:

- (a) Eyes (b) Head (c) Shoulders
(d) Legs (e) Hands



Acknowledge the students for sharing what they know and being aware that there are expected and unexpected behaviours in any situation. Explain that when individuals do expected behaviour in a group situation, people tend to feel more comfortable or safe. When individuals do unexpected behaviours in a group situation, people tend to feel more uncomfortable or unsafe.

3. Feelings and Behaviours / Miss Nelson is Missing!

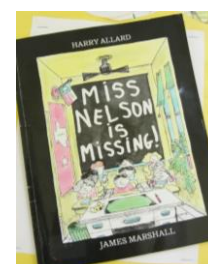
Use the lesson presentation to explain that we can think about our Zones of Regulation as having two parts each, **feelings** and **behaviours**.

Talk through the following graphic to explain (click the presentation for it to appear on screen):

Blue Zone	Green Zone	Yellow Zone	Red Zone
Feelings	Feelings	Feelings	Feelings
Sad Tired Sick Bored	Happy Calm Focused	Frustrated Worried Silly Excited	Mad Angry Afraid
Behaviors	Behaviors	Behaviors	Behaviors
Moving slowly Laying on desk	Sitting in my seat Listening to teachers Doing my work	Wiggly Crying Saying No Not doing my work Not following directions	Yelling Hitting Out of control

Using the lesson presentation, discuss that people's feelings can be changed by the behaviour of others around them. Read the story, 'Miss Nelson is Missing'.

In this book a teacher is frustrated by the behaviour of the students in her classroom, so she comes back disguised as a witch. This subsequently impacts how the children behave, and once they start to follow the rules, Miss Nelson (the teacher) returns.



Ask the children: *Do you notice any connection between the way people behave and what people are feeling?*



4. **Wrap-up**

Lead a discussion using Responsible Raccoon's questions in the lesson presentation: *When you do 'expected' behaviours that makes me feel good, safe and happy. If I feel good, safe and happy, what Zone would you say I am in? When you do 'unexpected' behaviours I feel sad and a little confused. What Zone am I in if you do 'unexpected' behaviours?*

Final word: Remember, if you are **feeling** angry then you are in the Red Zone and that is perfectly ok. However, you should not use Red Zone **behaviour**, like hitting people, as that is an unexpected behaviour and can change people's feelings. Instead, you should try and use a calming tool to get back to the Green Zone. We will work on some tools to help us soon.

You may wish to take a look at the tools by clicking on the tool/brain image on the main page of the presentation – it's worth nothing that when delivering lessons on 'tools to help us' that there is no required order or set way to do it, feel free to deliver / explore when you think it will be beneficial for the class



Lesson 4



The Zones in Video

1. *Lead-in*
2. *Winnie The Pooh – Cloud, Cloud Go Away*
3. *Wrap-up*

1. **Lead-in**

Introduce the lesson with Responsible Rabbit (see lesson presentation) and explain that in this lesson we're going to watch a Winnie the Pooh cartoon (broken into 3 parts) and talk about the different feelings the characters show. We will also figure out what zone the characters are in.

Lead a discussion by asking the children: *Can you remember the 4 different coloured zones? Have a think... what zone are you in just now? Have you ever thought that the zone you are in can affect other people nearby?*

2. **Winnie The Pooh – Cloud, Cloud Go Away**

The Winnie The Pooh cartoon is broken into 3 parts (roughly 3 minutes each). Click on the video to play the first part. Once it has finished, follow the presentation through (using Space bar), there are 3 questions per video and each will appear one at a time so it is best to discuss the first question with the class then reveal the answer, then the next question, discuss, reveal the answer.



Repeat this process for all three clips.


If you wanted you could provide each child with a set of Lollypop craft sticks or cards in four colours, for the students to show when you ask each question.

Throughout this activity and dialogue, see if the students can present good arguments to back their colour choice. Check for understanding and clear up misconceptions.

3. **Wrap-up**

Lead a discussion using Respectful Rabbit's questions in the lesson presentation:



	<p><i>How do you think Winnie the Pooh and Piglet felt when Tigger was in the red zone? Was Tigger best able to interact with the cloud when he was sad (blue), angry (red) or calm (green)? In what zone do you feel you get along best with others or are most successful?</i></p> <p>Final word: We are more likely to have positive interactions when we are in the Green Zone. Your friends and classmates might think your behaviour is disruptive and upsetting in the Yellow Zone, even though you may not. We can work better when we remain calm and focused and go for Green!</p>
<p>Lesson 5</p> 	<p>The Zones in Me</p> <ol style="list-style-type: none">1. <i>Lead-in</i>2. <i>Which Zone Would I Be In?</i>3. <i>Wrap-up</i> <p><i>*Prior to this lesson, divide your classroom space into four (each corner representing a Zone, or use masking tape on the floor to divide the room – ensure it is clear what Zone is where)*</i></p> <p>1. Lead-in</p> <p>Introduce the lesson with Inclusive Izzy (see lesson presentation) and explain that in this lesson we're going to think about you (the children) and when you have been in a Zone! Ask the children: <i>Can you think and then tell me a time recently when you have been in either the red zone or the yellow zone?</i></p> <p>(This may be difficult for some students so you may need to provide examples, e.g. "I was in the Red Zone the other day because Mr Mollison didn't share his chocolate biscuit with me")</p> <p>2. Which Zone Would I Be In?</p> <p>Explain that the room has been divided into four to represent the Zones of Regulation. Explain that you are going to give some scenarios to the children (using the lesson presentation) and you want them to decide how the scenario would make them feel and what Zone they think the scenario would put them in. Once they have decided they should go to where that Zone is represented in the room. If, while doing this activity, the children find they have different ideas, please discuss as you go. There is no right or wrong answer.</p> <p><i>*Optional Rocket Job* Which Zone Would I Be In? Worksheet - available in Files. (This could be completed individually or as a group) Students could draw a picture or work with an adult to scribe their/ the groups ideas. These could be added to the class display.</i></p> <p>3. Wrap-up</p> <p>Lead a discussion using Inclusive Izzy's questions in the lesson presentation: <i>Are there times when it is common to be in a Zone other than green?</i></p> <p>Final word: All of the Zones are ok and will be experienced given different circumstances that change how we feel. It is important to realise that there is no "naughty" Zone, but sometimes behaviour in a Zone may be unexpected given the environment you are in or who you are with. It is common to be in the Blue Zone on a rainy day, it is common to be in the Yellow Zone when you get a shock from a loud noise or a bang. In the classroom we can experience all the zones. Soon we will be learning some tools to help us control our behaviours when experiencing different zones.</p>



You may wish to take a look at the tools by clicking on the tool/brain image on the main page of the presentation – it's worth nothing that when delivering lessons on 'tools to help us' that there is no required order or set way to do it, feel free to deliver / explore when you think it will be beneficial for the class



****It is recommended that you formally teach the three 'Tools That Help Us' lessons at this point in the sequence, prior to teaching Lesson 6****

Lesson 6



Me in My Zones *Assessment*

1. Lead-in
2. Me in My Zones
3. Wrap-up

Prior to this lesson, print and make up some Me In My Zone booklets – see files

1. Lead-in

Introduce the lesson with Achieving Archie (see lesson presentation) and ask the question: *Do you believe there are signs our body gives us to help us know which Zone we are in?*



Emotion Works Chat Board: Body Sensations (Where?) © 2015, Emotion Works CIC

Use the lesson presentation to show the image of different body parts and discuss with the class how these body parts might feel and look in each of the four zones.

2. Me in My Zones

Click to the next screen of the lesson presentation and explain to students that they will now draw a picture of what they look like in each Zone on the handout. If you continue to click through the presentation you will return to the above image of body parts but with prompt questions for the students to think about whilst drawing their pictures.



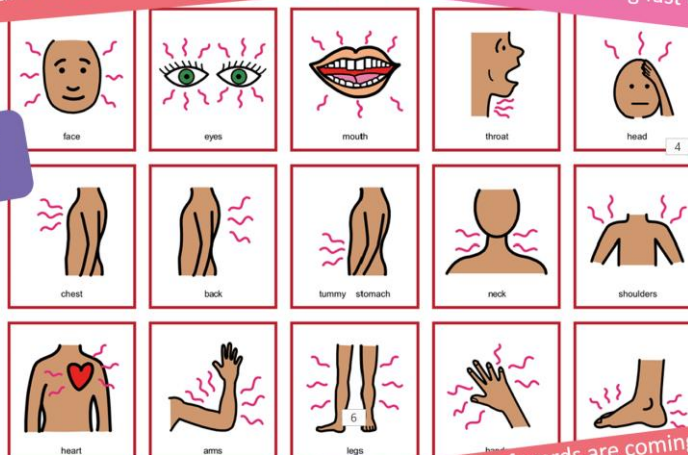
What is our body telling us?

Are your muscles relaxed or tense?

Is your breathing fast or slow?

What does your face look like?

Is your brain focused or cluttered?



Is your heart beating fast or slow?

What sort of words are coming out of your mouth? Are the words coming out loud or quiet?

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.

Activity:

1. Have students draw a picture of what they look like in each Zone.
2. Have students list next to each picture their body's signs for that Zone – teacher to scribe.
3. You can evaluate students' abilities to recognize their bodies' signs by observing their drawings unlisted clues. Ensure that each student's clues are authentic traits to them for each Zone.

3. Wrap-up

Lead a discussion using Achieving Archie's questions in the lesson presentation: *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?*

Final word: By being able reading bodily cues, you will be able to catch yourself before you lose control. When you are able to notice that you are in the Blue, Yellow, or Red Zone, you can hopefully react to your body's signs and change the direction you are heading.

Also, if I know that you're in the Red Zone, I will keep my distance until you cool down. If I can see that you're 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're 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.



Tools to help us

Students will be learning to:

- understand that there are tools they can use that will influence their zones.
- understand that tools affect each person differently and they need to determine which tools are most effective for them.
- demonstrate the use of a strategy/tool to self-regulate



Sensory support tools

Exploring Sensory Support Tools

1. Lead-in
2. Sensory Carousel – rotate through stations, record Zone.
3. Wrap-up

Preparation

- copy one Zone Tools Worksheet for each student
- set up stations for using the different supports at different locations around the room. Determine the amount of time each student will spend at a particular station. This will depend on the time available for the learning activity and the number of students. Make sure to allow enough time for the students to record what they are using, determine the Zone(s) in which it would be beneficial, and transition between stations. Students can record more than one Zone per tool.
- make a list of all of the sensory supports on the board for students to defer to for spelling (or have these pre-written on the sheet)

1. Lead-in

Introduce the lesson with Active Alex (see lesson presentation) and explain that in this lesson the children will be rotating through stations to explore different sensory support tools and rate their effect. Explain that, everyone has sensations they seek out as well as ones they avoid. For example, you might enjoy the smell of perfume and find it calming, someone else might not like the smell, it could make them feel uncomfortable.

Use the lesson presentation to click on the video and watch the short video introducing 'The Human Senses'.

2. Sensory Carousel – rotate through stations, record Zone.

Hand out a Zones Tools Worksheet to each child.

Activity:

1. Start students at different stations with a sensory support tool. Invite them to utilise this first sensory tool while you review the goals and directions of the lesson.

2. Explain that they will rotate stations throughout the activity so they get a chance to experience all of the sensory tools. While using the tool at each station, they need to consider if the tool helped them feel calmer, more awake, or if it had no effect. If they notice it was calming or alerting, have them make the connection that they need a calming tool in the Yellow and Red Zones and an alerting tool in the Blue Zone.

3. Have students use the worksheet to circle the Zone(s) in which they feel the tool would be helpful. Inform students that it is acceptable to circle more than one zone for each tool or indicate that it would help in "none" off the Zones.

ZONES Tools Worksheet					
Name of Tool	Circle the zone or zones you think the tool would help in.				
	Blue	Green	Yellow	Red	None
rice bin					
putty					
cushion					
fidget ball					
headphones					
sit on ball					
weighted vest					
rub back					



(Note to teacher: The Zones Tools worksheet will vary for each student, as each student sees what tools are effective for himself or herself. Do not try to push students to circle a particular zone on the worksheet, but point out what you notice while they participate with the tool.)

4. After students have completed the worksheet for that tool, have students rotate stations.

5. As students rotate through the stations, walk around and assess if the students' judgments of which tools would help in each Zone are consistent with your observations.

6. As students participate in the different stations, provide further explanation of how tools can assist in regulating their emotions and bodies, tailoring the language in an age-appropriate fashion. Instruct the students that some sensory support tools help them wake up and feel more alert if they are in the Blue Zone, some help them calm down and focus if they're in the Yellow or Red Zone, and some help them stay in the Green Zone. Today they get to test out different sensory tools to see what they think will be the most helpful.

Using the lesson presentation, ask students what their day would look like if they stayed in the Blue Zone all day and what would be the consequences of this. Explain the importance of having tools and strategies they can use to wake them up. Continue to use lesson presentation and ask what their day would look like if they stayed in the Yellow Zone all day and what would be the consequences of this. Explain the importance of having tools and strategies they can use to slow them down.

3. Wrap-up

Lead a discussion using Active Alex's questions in the lesson presentation: *Now that you've explored the sensory tools, would anyone like to share any they found helped them to calm down, or any that helped to wake you up? Did anyone find any tools that would help them stay in the Green Zone?*

Final word: Remember, everyone is different and what works for one student will be different from what works for another.

If it is possible, set-up a Sensory Station that can remain in the classroom so children know where to access some of the tools they may want to use to regulate



Exploring Tools for Calming

1. *Lead-in*
2. *Calming Techniques*
3. *Wrap-up*

1. Lead-in

Introduce the lesson with the Kindness Koala (see lesson presentation) and explain that we've talked about how our behaviour in the Blue, Yellow, or Red Zone can make others feel uncomfortable. Now we need to figure out some tools that we can use to help us regulate our Zones, potentially helping us move back to the Green Zone. Regulate is a big word, but it just means to bring our feelings under control. Ask: *Do any of you have a strategy that you use to help you calm down?*

Review how it feels to be calm, highlighting the physiological feel of the body and brain. Ask: *How do you know that you are calm? What do you look like? How does your body feel? How do others think about you when you are calm?*



2. Calming Techniques

Explain to students they will be working on exploring Zone tools that may help them to calm down when they are in the Yellow or Red Zone.

(a) Rainbow Breathing



Place your finger at the bottom of the rainbow.

Breathe in and trace the red arc of the rainbow until you reach the top.

When you reach the top, begin to breathe out and keep tracing.

Repeat with each colour or until you feel calm.

(b) Lazy Eight Breathing



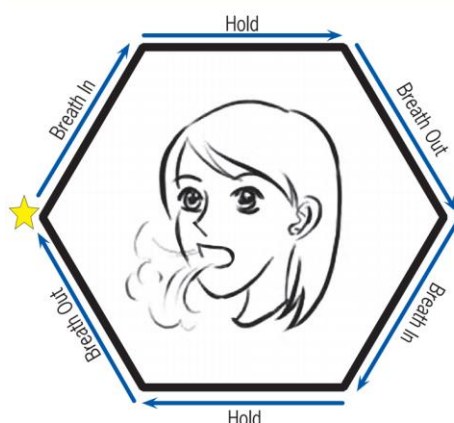
Place your finger on the red part of the lazy 8 symbol.

Breathe in and trace your finger around the symbol.

When you reach the purple part of the symbol breathe out.

Repeat until you feel calm.

(c) Six Sides of Breathing



Starting at the yellow star, trace with your finger up the side of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you.

Trace over the next side as you hold your breath for a moment.

Slowly breathe out as you trace the third side of the hexagon.

Continue tracing round the bottom three sides of the hexagon as you complete another deep breath.

Repeat the Six Sides of Breathing until you feel calm.

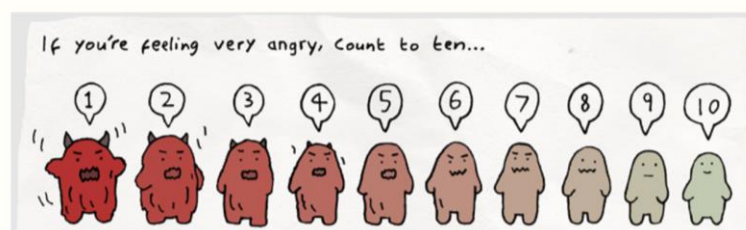
(d) Counting to 10.

Using a slow, quiet voice, count to 10 with eyes open or closed.

This gives us time to think and make a plan before reacting.

Count again but this time use the phrase, 'One hold steady, two hold steady, three hold steady... .. ten I'm ready' to help us easily learn and remember the Count to 10 tool.

Count again but this time try with a Kinesthetic Component with Finger Counting: Press Fingers on Table; Touch Fingers; Isolate Fingers; Oppose Fingers



As you try the Calming techniques, be sure to ask the children to reflect on the techniques as you go – did they find it calming? Have the children record a response on the Zones Tools worksheet (see Exploring Sensory Support Tools activity).

3. Wrap-up

Lead a discussion using Kindness Koala's questions in the lesson presentation: *How does having different types of calming techniques benefit us? Can you think of a time, maybe over the last week, that one of these techniques would have been helpful? If you would have used a tool, how would it have affected what those around you thought about you?*

Final word: The calming techniques that you are learning are designed to help calm your mind, particularly when you are in the Red Zone or the Yellow Zone. It is important that we keep practicing these tools and hopefully you will find one, or more, that really helps you in controlling your feelings and getting you back to



feeling Green.

Revisit the Calming techniques from time to time throughout the year – it would be a great idea to have them printed and part of your display. Full page versions available in files

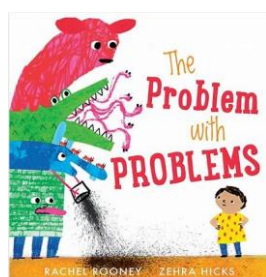


Exploring Tools - Thinking Strategies

1. Lead-in
2. Big Deal or Little Deal?
3. Wrap-up

1. Lead-in

Introduce the lesson with Safe Sally (see lesson presentation) and explain to students that when they participate in group activities, such as working with others on a project or playing a game together, they may get upset over what we call “little problems or glitches.” For example, sometimes someone else gets something they wanted (such as being chosen first). Other times they may have an idea of how to do something, but the people they are with choose to do it a different way. We want to start working on the fact that some problems are really big while others are little and can simply be ignored. Problems require different reactions, emotions, and solutions based on their size.



Click on the video to watch/hear the story ‘The Problem with Problems’ by Rachel Rooney.

After the story, explain that our feelings are often affected when we are met with problems! Some problems are **BIG**, some problems are little. We can think about the size of our problems when they arise and put them on a scale from 1 (being a very small problem) to 5 (being a big problem).

Use the lesson presentation to define what a big, medium and little problem is – give examples as you go.

2. Big Deal or Little Deal?

Whole class: side to side - you will need an open space for this activity. Label 2 sides of the room with Big Deal / Little Deal (there are files to print if necessary). Students should stand in the centre of the room between the signs.

Using the lesson presentation and show a scenario slide, students will listen to the scenario as you read aloud, think about whether it is a big deal or a little deal and then walk to the side that shows their answer. If you have a very large open space, you may choose to have students crab walk, hop on one foot, or some other unique movement to get to the appropriate side. There is a discussion guide below for each example in the PPT, to talk about the scenarios. After each scenario, students return to the centre of the room.

**Optional Rocket Job* Colour and Cross – worksheet in files. Children colour in pictures that are BIG DEALS and cross out pictures that are little deals.*

After the game has finish, use the lesson presentation to show the image ‘Size of the Problem’. Ask: *Do you think figuring out the size of the problem will help you if you find yourself feeling in the Blue, Yellow or Red Zones? How do you think it will help?*



3. Wrap-up

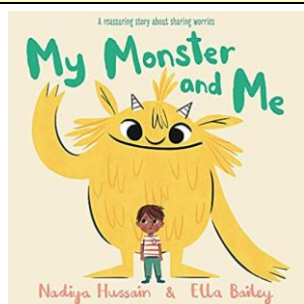
Lead a discussion using Safe Sally's questions in the lesson presentation: *What happens when you have Red Zone responses that are at the level of a big problem when actually it was just a little problem or glitch? For example, what if you tear up your paper and storm away when you make a mistake on your work?*

Final word: Explain that we all have little deal problems each and every day. If we let a little deal ruin our day, we'll be pretty miserable, right? We don't have to let little deals ruin our day, and when we can tell that a problem is a little deal, we can ignore it, choose something else to do, or use one of our calming strategies (tools). Some problems will be BIG deals and it's always okay to ask for help when you have a big deal / problem.



Keep the Heid and Read

A selection of children's books to introduce/reinforce concepts from 'The Zones of Regulation' (Kuypers, 2011). Some books may complement a specific Zone. Most work with a wide range of Zones and concepts from the curriculum.



My Monster and Me (Nadiya Hussain & Ella Bailey)

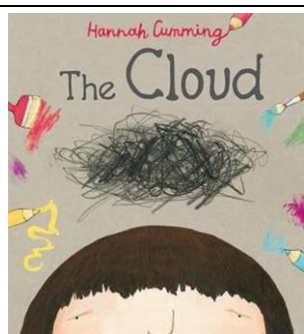
Read the story, pointing out and discussing Zones of Regulation where appropriate. After the story is finished use the lesson presentation to discuss the follow questions with the class. There is an optional activity to complement this book should you wish.

- ? Look at the images at the start of the story and end ('This is my monster and this is me', 'This is me and this is my monster') What can you see? What do you notice? Why do you think the illustrator drew both characters like this?
- ? 'The next day I saw my monster at school ... It wasn't as SCARY anymore.' Why does he put the monster in his pocket? Are you surprised that the little boy strokes the monster's fur? Why isn't the monster as scary anymore?
- ? Did you like the ending to this story. Were you surprised?

Activity: Use the resource provided to think of and write down 5 things that make you feel happy when you feel worried.

Turn the page over and colour in the worry monster using your brightest colouring pencils.

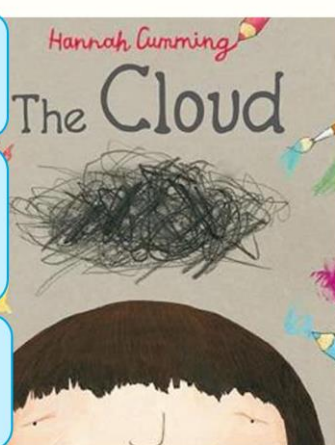
And this is my monster.

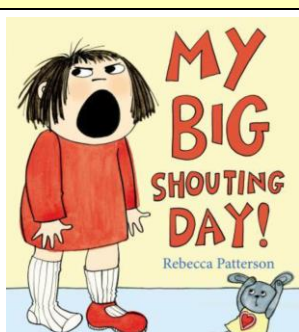


The Cloud (Hannah Cumming)

Read the story, pointing out and discussing Zones of Regulation where appropriate. After the story is finished use the lesson presentation to discuss the follow questions with the class.

- ? This book has a grey cover. Is there a mood or emotion that you think of when you see the colour grey?
- ? How do you think the blonde girl was feeling when she was trying to make friends with the dark-haired girl? Did she give up first time, or keep trying?
- ? Have you ever felt like the dark-haired girl whose cloud eventually disappears, what could she be so upset about?





My Big Shouting Day (Rebecca Patterson)

Read the story, pointing out and discussing Zones of Regulation where appropriate. After the story is finished use the lesson presentation to discuss the follow questions with the class. There is an optional activity to complement this book should you wish.

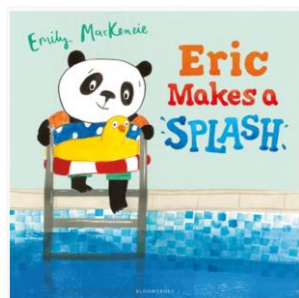
? Throughout the book, what emotion do you think Bella is feeling? She shouts at a lot of people in the story. Is shouting at people ok? How did all the anger and frustration affect Bella's day?

? Has anyone here behaved like Bella when being been told it's time for bed? Be honest! What could Bella have done instead of shouting?

? Bella recognised that she had had a big shouting day. She took responsibility and said sorry to her mummy. How do you think that made her mummy feel? How do you think it made Bella feel?



Activity: Paint / draw a picture of you and someone you could talk to (a friend, a teacher, a parent, a sibling) if you ever felt really angry or upset about something. Remember, there is always someone who will listen.



Eric Makes a Splash (Emily Mackenzie)

Read the story, pointing out and discussing Zones of Regulation where appropriate. After the story is finished use the lesson presentation to discuss the follow questions with the class. There is an optional activity to complement this book should you wish.

? Do you like Flora's way of learning to be brave by imagining you are something else, like when Eric overcomes his worries about trying a new sandwich filling, or his fear of getting his wellies dirty?

? When Eric receives an invitation to a swimming party his mind is full of worry. Have you ever been invited to do something or go somewhere that has made you feel worried? Where? How did you get on?

? We could all do with a Flora in our lives when we're about to make a somewhat scary leap into the unknown? Can you think of someone who might support you in scary situations? (e.g a friend, family member)

Design a pair of swimshorts for Eric!



Design a new pair of swimming shorts for Eric (use template in resources). Think about the patterns and colours you might use. Can you use a repeating pattern? Have fun!