

## **21 Century – The Zones of Regulation and incorporating the SMART table**

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### **Plan Summary**

Students who have self-regulation challenges benefit from increasing their understanding of their learning needs. Leah Kuypers developed the Zones of Regulation Curriculum to help students develop social, emotional and sensory regulation. Sequential lessons were taught to individuals and to whole classrooms. In the activities, students learn how to use strategies or tools to consciously regulate their actions, which in turn leads to increased control and problem solving abilities. As a culminating activity a SMART table activity will be created for students to show their learning of the different zones. The Smart table activity will also allow students to share the tools or strategies that they found effective in each of their zones.

**The Zones:** A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

**Blue Zone:** Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

**Green Zone:** Used to describe the ideal state of alertness. A person may be described as calm, happy, focused,

or content when he or she is in the Green Zone. The student is in control in the Green Zone.

**Yellow Zone:** Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.

**Red Zone:** Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and is described as being “out of control.”

### **Curriculum Outcomes**

#### **Health Education 2 Outcomes**

##### **Understanding, Skills, and Confidences (USC)**

###### **USC2.1**

**Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.**

##### **Decision Making (DM)**

###### **DM2.1**

**Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions.**

##### **Action Planning (AP)**

### AP2.1

Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions.

## Health Education 4 Outcomes

### Understanding, Skills, and Confidences (USC)

#### USC4.6

Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

### Decision Making (DM)

#### DM4.1

Investigate the importance of personal responsibility and communication in making informed decisions related to personal identity, and stressors.

### Action Planning (AP)

#### AP4.1

Design and apply, with guidance, two four-day action plans that require communication related to personal identity, and stressors.

**Subject Areas** Health in Grades 2 - 5

### **Reference Sources**

- **The Zones of Regulation** A Curriculum designed to foster self-regulation and emotional control, written by Leah M. Kuypers, MA Ed. OTR/L
- <http://www.slideshare.net/Neil.Stephenson/zones-power-point> (teacher background knowledge)
- <http://www.zonesofregulation.com/>
- Zones of Regulation App <https://itunes.apple.com/ca/app/the-zones-of-regulation/id610272864?mt=8>

## ZONES of Regulation

This is the power point I created to share with students. Click on the power point and choose to share. The power point will open.

### **Culminating Activity on the SMART table**

Here is a video of 4 students showing what they have learned about the Zones of Regulation through activities on the SMART table.