

HOLLINGBOURNE'S ZONES OF REGULATION

Zones: Different levels of **alertness** and **emotional state**.

	<i>Section 1 summary: Children are to learn to recognise their zone at any given time, gain insight into how their behaviour changes how other think and feel about them, understand how their ability to regulate affects their day as a whole and identify triggers for yellow and red zones.</i>						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lessons 5	Lesson 6	Lesson 7
Goals from the lesson plans	<p>Children become familiar with the concept of the zones.</p> <p>Children increase emotional vocabulary.</p>	<p>Children will deepen their understanding of the Zones.</p> <p>Children will increase their vocabulary of emotions.</p> <p>Children will increase their recognition of body language and facial expressions.</p>	<p>Children will deepen their understanding of the Zones of regulation and learn to identify the Zones in others.</p> <p>Children will gain awareness of how others perceive people in the different zones.</p> <p>Children will learn that one's behaviour can change/affect others' feelings in the zones.</p> <p>Children will observe movie or television characters' social skills and gain insight into expected and unexpected behaviour.</p>	<p>Children will learn to identify Zones in themselves.</p> <p>Children will learn it is natural to experience all of the Zones given different situations/environments.</p> <p>Children will increase their awareness of how external factors, such as what is happening, who is near them and where they are, impact what zone they experience.</p> <p>Children can reflect on how they may need to match</p>	<p>Children will understand that different events change the way they are feeling.</p> <p>Children will improve their ability to use emotional vocabulary to describe how they are feeling.</p> <p>Children will be able to classify the Zones feelings into the Zones to demonstrate understanding of the zones concept.</p>	<p>Children will gain awareness that zones fluctuate throughout the day.</p> <p>Children will gain awareness that they are more successful in the classroom if they remain in the green zone.</p> <p>Children will reflect on whether the Zone was expected or unexpected and how it affected others' thoughts.</p>	<p>Children will gain awareness that they are more successful if they stay in the green zone.</p> <p>Children recognise their personal triggers that lead to blue, red or yellow zone.</p> <p>Children work on problem solving to avoid triggers.</p>

<p>Expected-good, comfortable behaviours.</p> <p>Unexpected behaviours make you uncomfortable/negative.</p>				<p>their behaviours while in a zone to the demands of the environment/situation to keep people around them having comfortable thoughts.</p>			
<p>Cherry</p>	<p><i>Children will know that there are four Zones and these help to describe how we feel.</i></p> <p><i>Children will understand and so be able to match corresponding feelings to the blue, green, yellow and red zones:</i></p> <p>Blue: sad, sick/ill and tired.</p> <p>Green: happy, feeling okay & relaxed.</p> <p>Yellow: you're a little worried about, you're feeling a bit fizzy</p> <p>Red: you are feeling angry, you are scared about, you're too excited to concentrate.</p>	<p>Children will be able to recognise basic body language and dramatic facial expressions and name the feeling.</p> <p>Sad (tears, crossed arms,)</p> <p>Happy (wide eyes, smile and open armed).</p> <p>Worried (frowning, looking down and shaky).</p> <p>Angry (red faced, clenched fists, grit teeth and stomping).</p> <p>Verbal communication: change in tone of voice.</p>	<p>Children will be able to identify the basic emotions of sad, happy, worried, angry and what Zones these might belong to.</p> <p>Children will recognise that strong emotions can impact on how others feel.</p> <p>Children will start to consider (with adult support) how the zone they are in can impact other people.</p>	<p>Children will start to connect zones (age related) to real life scenarios and know that zones are expected under different circumstances.</p> <p>Children will be able to give simple examples of external factors that may influence the zones they are in e.g. peer groupings.</p> <p>Children will know what behaviours are expected in different situations in school e.g. in assemblies children should be silent and sit still.</p>	<p>Children will be familiar with some simple idioms related to the different zones e.g. down in the dumps.</p>	<p>With adult support children will begin to be aware that zones fluctuate throughout the day and that we are more successful in the classroom if we remain in the green zone.</p>	<p>Children are able to identify situations when they might be in the blue or red zone.</p>

<p>Beech</p>	<p><i>Children will be able to name the four Zones that we use to describe how we feel.</i></p> <p><i>Children will be able to match an increasing range of feelings to each of the four zones:</i></p> <p>Blue: You're feeling sad, you're feeling ill, you're tired and you're not focused.</p> <p>Green: You're ready to learn, you're feeling happy, you're settled and feeling okay.</p> <p>Yellow: You're feeling frustrated, you're a little worried about, you're feeling fizzy & I'm not ready for learning.</p> <p>Red: You're feeling angry, you're scared about and you're too excited to concentrate.</p>	<p>Children will be able to recognise more subtle body language and facial expressions and begin to appreciate that this will help them consider what other people are feeling.</p> <p>Sad (tears, crossed arms, sunken shoulders and looking down). Happy (wide eyes, smile, open arms and eye contact). Worried (frown, looking down, shaky and repetitive fidgeting). Angry (red faced, clenched fists, grit teeth and stomping).</p> <p>Verbal communication: change in tone of voice.</p>	<p>Children will be able to identify the emotions relevant to their class and know what Zones these might belong to.</p> <p>Children will recognise that emotions (age related) can impact on how others feel.</p>	<p>Children will start to connect zones (age related) to real life scenarios and know that zones are expected under different circumstances.</p> <p>Children will be able to give examples of external factors that may influence the zones they are in e.g. peer groupings</p> <p>Children will know what behaviours within a wider context are expected in different situations e.g. in school assemblies, Church visits and days out.</p>	<p>Children will be familiar with simple idioms related to the different zones e.g. down in the dumps.</p>	<p>Children will begin to be aware that zones fluctuate throughout the day and that we are more successful in the classroom if we remain in the green zone.</p>	<p>Children are able to identify situations when they might be in the blue, green, yellow or red zone.</p>
<p>Pine</p>	<p><i>Children will be able to name and order the four zones that we use to describe how our brain and body feel.</i></p>	<p>Children will be able to recognise body language and facial expressions so they are better able to tell what other people</p>	<p>Children will be able to identify the emotions relevant to their class and know what Zones these might belong to.</p>	<p>Children will start to connect zones (age related) to real life scenarios and know that zones are expected under</p>	<p>Children will be familiar and begin to share known simple idioms related to the different zones e.g. down in the dumps.</p>	<p>Children are aware that zones fluctuate throughout the day and that we are more successful in the classroom if we</p>	<p>Children are able to identify triggers that may occur at school to place them in any of the zones.</p>

	<p><i>Children will be able to categorise a range of emotions and feelings into the four zones:</i></p> <p>Blue: I am feeling sad, I am feeling ill, I'm tired, I'm not feeling very interested & I am not feeling alert.</p> <p>Green: I'm feeling happy, I'm settled, I'm feeling okay, I'm focused, I'm feeling proud & I'm feeling comfortable.</p> <p>Yellow: I'm feeling frustrated, I'm feeling fizzy, I'm a little worried about something, I'm not ready for learning, you're feeling embarrassed & you're feeling annoyed about...</p> <p>Red: I'm feeling angry, I'm petrified, I'm over excited, & I'm out of control.</p>	<p>are thinking and feeling.</p> <p>Sad (tears, crossed arms, sunken shoulders and looking down). Happy (wide eyes, smiling, open armed and good eye contact). Worried (frowning, looking down, shaky and repetitive fidgeting). Angry (red faced, clenched fists, grit teeth and stomping).</p> <p>Verbal communication: change in tone of voice.</p>	<p>Children will recognise that emotions (age related) can impact on how others feel and the zone they are in. (introduce concept of expected and unexpected behaviours)</p> <p>With support, children recognise their zone is impacted by the expected and unexpected behaviour of others.</p>	<p>different circumstances.</p> <p>Children will be able to explore a wider range of external factors that may influence the zones they are in e.g. peer groupings</p> <p>Children will know and demonstrate more independently what behaviours within a wider context are expected in different situations e.g. church visits and days out.</p>		<p>remain in the green zone.</p>	
Oak	<p><i>Children will be able to describe in detail how the zones relate to our emotions and feelings.</i></p>	<p>Children will be able to recognise body language and facial expressions so that they can begin to adjust how they are</p>	<p>Children will be able to identify the emotions relevant to their class and know what Zones these might belong to.</p>	<p>Children will start to connect zones (age related) to real life scenarios and know that zones are expected under</p>	<p>Children will be able to recognise and use their own examples of idioms related to the different zones</p>	<p>Children are aware that zones fluctuate throughout the day and can explain why changes may occur. They are aware that</p>	<p>Children are able to identify triggers that may occur at school and home to place them in any of the zones.</p>

	<p><i>Children will be able to independently categorise a range of more complex emotions and feelings into the four zones:</i></p> <p>Blue: I'm feeling sad, I'm ill, I'm feeling tired, I'm not feeling engaged, I'm feeling lethargic, someone has hurt my feelings and I'm feeling disheartened/a bit down.</p> <p>Green: I'm feeling happy, I'm calm, I'm feeling okay, I'm focused and ready to learn, I'm feeling motivated, I'm content, I'm feeling optimistic I'm comfortable, I'm feeling proud & I'm feeling thankful.</p> <p>Yellow: I'm frustrated, I'm worried, excited, I'm not ready to learn, I'm twitchy, I'm feeling on edge, I'm a little worried about something, I'm feeling anxious, I'm annoyed, I'm feeling embarrassed, I'm jealous about, I'm upset, I'm feeling frustrated, I'm self-</p>	<p>acting based on that information.</p>	<p>Children will recognise that emotions (age related) can impact on how others feel and the zone they are in.</p> <p>(Further explore the concept of expected and unexpected behaviours)</p> <p>Children recognise their zone is impacted by the expected and unexpected behaviour of others.</p>	<p>different circumstances.</p> <p>Children will be able to explore a wider range of external factors (present and future) that may influence the zones they are in e.g. peer groupings</p> <p>Children will know and demonstrate independently what behaviours within a wider context are expected in different situations e.g. church visits and days out.</p>	<p>e.g. down in the dumps.</p>	<p>we are more successful in the classroom if we remain in the green zone.</p> <p>Children will self reflect upon the zones they experienced on a given day.</p>	
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	<p>conscious and I'm confused.</p> <p>Red: I'm furious, petrified, I'm overexcited, I'm feeling devastated and I can't control my emotions and I'm feeling panicked.</p>						
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	<p><i>Section 2 Summary: Teaches children various tools that are calming and alerting. These include: sensory supports, calming techniques and thinking strategies.</i></p>		
	Lesson 1	Lesson 2	Lesson 3
Goals from the lesson plans	<p>Children will gain insight about how sensory support tools can help regulate zones.</p> <p>Children understand that sensory support tools can help them wake up and be more alert as well as help them calm down and feel more organised.</p> <p>Children understand that sensory support tools should be used in all zones in order to self regulate.</p> <p>Children learn how to access and use sensory support tools.</p>	<p>Children learn about and try out calming techniques that can be utilized to calm their body and mind.</p> <p>Children gain insight into how calming techniques help regulate zones.</p> <p>Children reflect on which tools are effective in regulating themselves.</p>	<p style="text-align: center;">Thinking strategies</p> <p>Children are able to provide examples of big and small problems.</p> <p>Children learn to analyse a situation and rationalise how big the problem is.</p> <p>Children gain insight that the size of their reaction or expected response must match the size of the problem.</p> <p>Children understand how use of the size of the problem can help to regulate in their zone.</p>
Cherry	<p>Sometimes an adult might suggest:</p> <ul style="list-style-type: none"> • Using a break out space (could be indoor or outside including pop up tent) • Resources integrated into the environment <p>Some children might need:</p> <ul style="list-style-type: none"> • Weighted blanket • Fiddle toys • Chew toy • Use of Ipads/familiar resources 	<p>Introduce children to calming techniques trialling with the children and explaining how they can be used:</p> <ul style="list-style-type: none"> • Relaxation exercises • Calm background music • Count to ten • Three sides of breathing • Mindfulness activities e.g colouring • Simple yoga • Sensory circuit activities/exercises • Movement games 	<p>Introduce growth and fixed mindset. Children will identify and begin to use positive affirmation related to growth mindset (themselves and others). ‘I can’t do it yet but if I keep trying I will.. ‘</p> <p>Introducing big and small problems. With support they can identify problems which are bigger than others.</p> <p>Children to start to reason as to why problems feel the way they do.</p>

Beech	<ul style="list-style-type: none"> • Breakout space (one inside & one outside) • Sensory pathway in corridor • Jobs (chance to have a break and regulate) • Familiar calming resources (eg calculator) • Access to wobble cushion • Separate workstation for those who need it • Movement breaks • Specific children have chair instead of working on the carpet 	<ul style="list-style-type: none"> • Simply breathing techniques (finger or triangle) • Simply yoga/meditation • Mindfulness colouring • Counting to ten • Storytime • Calming music • Simple copy movement games 	<p>Coaching growth mindset.</p> <p>Using positive affirmations.</p> <p>Rationale behind big and small problems and using scenarios and ordering big and small problems.</p>
Pine	<p>Whole class:</p> <ul style="list-style-type: none"> • Brain breaks • Sensory pathway • Movement breaks e.g. getting a drink • Jobs e.g. sharpening pencils • Ball games • Walk • Sensory area (library) • Squats • Jobs for children to help regulate (handing out books, sheets etc) <p>Individuals:</p> <ul style="list-style-type: none"> • Fidgets including blue tac • Use of a wobble cushion 	<ul style="list-style-type: none"> • Music (alerting or calming) • Brain gym • Breathing (finger) • Miss Lamb says game (Simon says) • Drink breaks • Story telling • Ipads (hit the button) 	<p>Children are able to provide examples of big and small problems.</p> <p>Children learn to analyse a situation and rationalise how big the problem is.</p> <p>Completing positive self-talk (inner coach).</p>
Oak	<ul style="list-style-type: none"> • Break out space • Monitor roles (early morning and following lunch) • Jobs for children to help regulate (handing out books, sheets etc) • Doodle books 	<ul style="list-style-type: none"> • Practice breathing • Talking through things that help calm them e.g. reading, writing, listening to music, colouring, drawing etc • Counting to 20 	<p>Discussing what might be a big or small problem.</p> <p>Discussing what inner coach/critic might work for them.</p> <p>Positive affirmations.</p> <p>Practicing resilience when learning (particularly new concepts).</p>

	<ul style="list-style-type: none">• Quiet reading/drawing• Just dance• Newsround• Fidget tools	<ul style="list-style-type: none">• Pressing on walls/chair push ups• Story reading	Regularly discussing and using Growth Mindset. Teaching children what growth mindset is and teaching children what fixed mindset is.
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