

# Zones of Regulation Workshop

Belleville  
Primary School



Welcome  
Please:  
Put yourself on mute  
Name yourself if possible

# Introduction

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# Outline of the session

- What the Zones of Regulation are
- How we use Zones of Regulation in school
- Strategies to try at home
- Questions

## What is the Zones of Regulation programme?

The Zones of Regulation is a programme created by an occupational therapist used to help children and young people regulate their emotions and needs. Using the zones of regulation helps children to identify emotions, what they look like, and then use tools to help manage situations. There are four different zones **Blue**, **Green**, **Yellow** and **Red**. One of the great benefits of the zones of regulation is that it gives children a way of talking about their emotions - something as adults we know can be hard!

- created to teach children self-regulation and emotional control
- teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on to self-regulation and navigating social situations
- Enables and empowers children to independently manage their emotions and behaviour more effectively

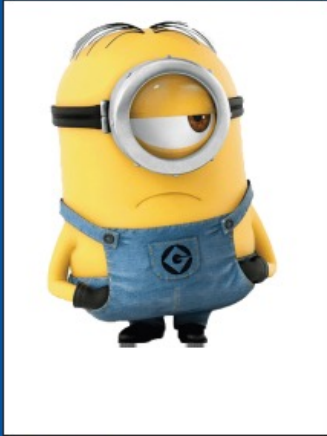
## The four zones



No zone is 'bad' or 'good' and we all experience them at different points



## Blue Zone



sad



unwell



hurt



tired

# Blue Zone

The blue zone is when a person is feeling ***low states of alertness***. This can also be known as the 'rest area where you pull over as you are tired and need to recharge' or 'moving slowly'.

- First thing in the morning
- Last thing before bed



# Green Zone

The green zone describes when you're in a calm state of alertness. This can also be known as 'good to go' or 'just right'.

**Green Zone**



**GO**

	focused
	happy
	calm
	proud




# Yellow Zone





The yellow zone describes when you have a **heightened sense of alertness**. This isn't always a bad thing, and you still have **some control** of your actions when you're in the yellow zone. This can also be known as 'caution, slow down' or 'a bit fast'

- Birthday party
- First time trying something new

Yellow Zone



**SLOW**



	worried
	surprised
	confused
	overexcited









# Red Zone

**Red Zone**



	cross
	mad
	frustrated
	angry










































The red zone describes an extremely heightened state of intense emotions. This can also be known as 'moving very fast' or 'stop and regain control'

- Someone has upset us
- Something hasn't gone our way



# In school

## Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
<b>What might help you?</b>  Star jumps  Drink  Stretch  Fresh air  Talk	<b>What could you do next?</b>  Help others  Keep listening  Challenge yourself  Stay focused	<b>What might help you?</b>  Deep breaths <b>10</b>  Count to 10  Quiet 5  Talk  Walk  Write it down	<b>What might help you?</b>  Drink  Stop  Talk  Quiet space <b>10</b>  Count to 10  Movement break

Children have the opportunity to identify which zone they are in at different points of the day. They are encouraged to use the different strategies to support them. We praise children when they identify which zone they are in even if it is the red zone.

# In school

- 1. Adult to point to visual to label the zone and explain how you know that**  
Adult: 'You're body is jumpy you are in the Yellow zone'
- 2. Then adult to select a Tool from that zone**  
Adult 'You can do 3 deep breaths'
- 3. Adult then directs child to the tool**  
Adult: 'Let's do 3 slow deep breaths together, ready.... 1..... 2.....3..... '
- 4. Adult to check and reflect on whether the tool has helped**  
Adult: 'Your body it still jumpy – Let's do it again' or 'Let's try a different tool'
- 5. Adult to support student to reflect by linking it back to the green zone**  
Adult: 'Your body looks calm, you are sitting up still, you are now the green zone – let's start work'

Sometimes children may not be able to identify which zone they are in even when it is clear for an adult. We can support children by explaining how we know what zone they are in.

# In school

Feelings vs behaviours is introduced to children to explain how **all emotions are ok** but it's how we deal with and cope with them which helps control our behaviour.

\_\_\_ Kim won the game and was so happy she jumped up and down.

\_\_\_ Jerry put his head on his desk in math class because he was so bored.

\_\_\_ Tom took a nap at lunch because he was so tired from not sleeping last night.

\_\_\_ Jane was so angry she lost the game, she hit the boy.

\_\_\_ Jane was so angry she lost the game, she went for a walk to cool down.

\_\_\_ Mike won the game and was so happy he cheered and jumped at recess.

\_\_\_ Mike won the game and was so happy he cheered and jumped in the library.



# In school

## How Big Is My Problem?



What is the cause?	What can be done?
<p><b>Big Problem</b>                      This is an emergency.                      I'm in danger.                      I need to go to hospital.                      Another child is hurt.</p>	<p>Stop and think clearly.                      Decide on what to do.                      Move away from the danger.                      Get help from an adult.                      Call an ambulance.</p>



<p><b>Medium Problem</b>                      I am hurt or I feel very sick.                      I have been bullied.                      I feel like I am losing control.                      I have hurt another person.                      Another child is upset.</p>	<p>Ask an adult to help you.                      Don't allow the bully to upset you.                      Take time out to calm down.                      Say you are sorry to the person that you upset or hurt.                      Be a kind, helpful friend and get help.</p>
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<p><b>Small Problem</b>                      The worries are taking over.                      I am nervous.                      I feel a little bit sad.                      I'm hungry or thirsty.                      I'm feeling tired.</p>	<p>Be positive! Keep things in perspective.                      Take a deep breath and remember everyone gets nervous or sad sometimes.                      Share your feelings with a friend.                      Get something to eat or drink.                      Have a rest.</p>
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<p><b>Tiny Problem</b>                      Something is not quite right.                      I need a pencil or an eraser.                      I'm too hot or too cold.                      I have no-one to play with.                      I feel a bit jealous.</p>	<p>Try to solve your own problem.                      Take off or put on your jacket.                      Look for friends and ask them if you can join their group.                      Remember you can't have everything you want. Talk about how you feel.</p>
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<p><b>No Problem</b>                      Everything is going well.                      I can do my school work.                      I'm playing with my friends.                      I'm having fun.</p>	<p>Enjoy yourself!                      Be kind and sensible.                      Learn as much as you can.                      Look around to see if anyone looks lonely and invite them to play.</p>
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When children are ready we discuss the idea of the reaction matching the size of the problem.

Children can often need more support in this to begin with.





# At home

**Books about Feelings** – Read different books about feelings to your child and actively refer to which zone the feelings in the book belong to.

**Match TV characters to Zones** – When you're watching TV with your child, ask them to identify which zone their favourite characters are in throughout the show. This is a great way to turn your child's screen time into a learning experience and to show your child that the zones can be found everywhere.

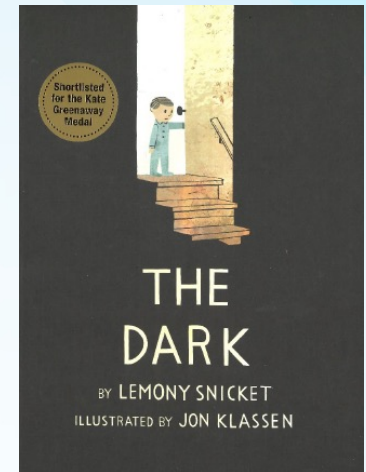
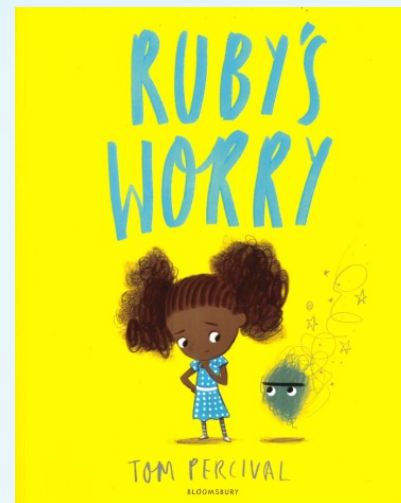
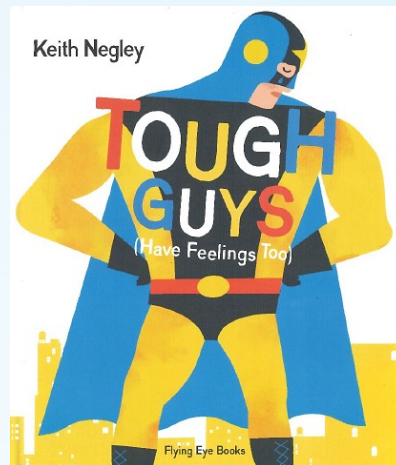
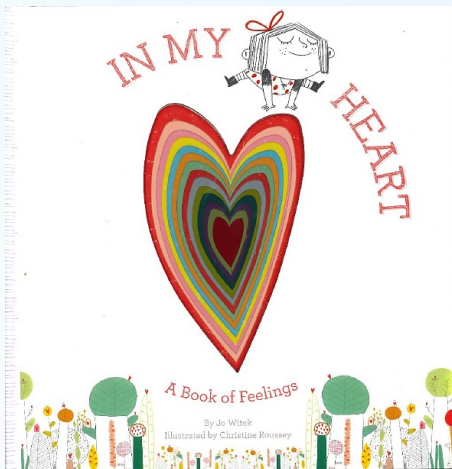
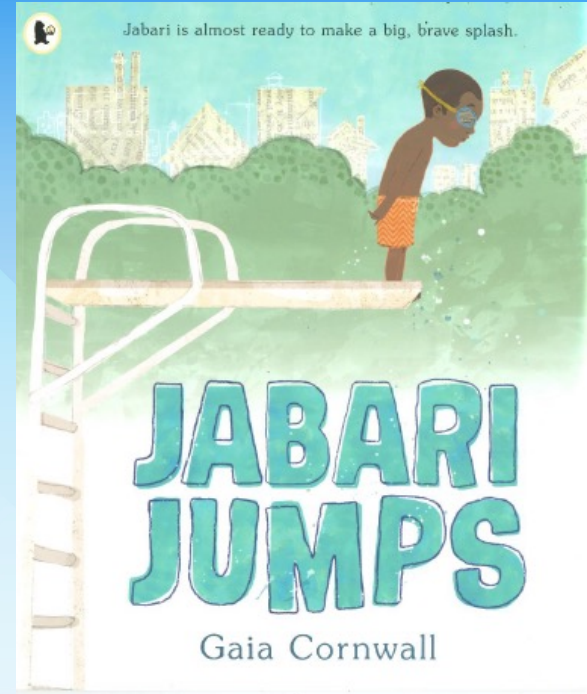
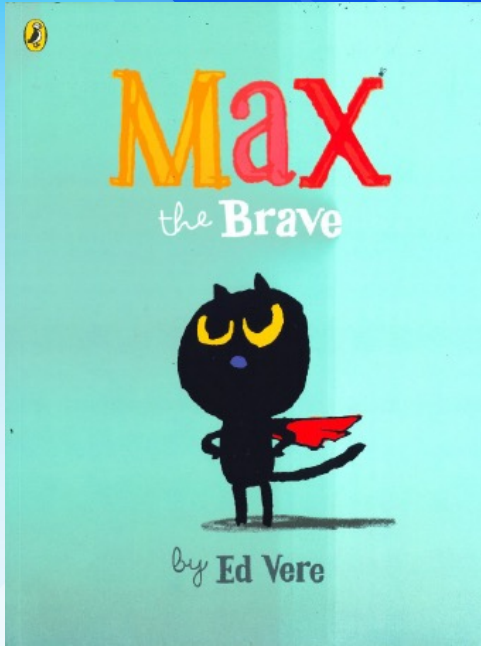
**Talking** about what zone you are in can be a great way for children to realise everyone goes through a range of emotions. It can help them to discuss their emotions more freely. Modelling how you move from one zone to another is a great way for children to learn.

**Create your own toolbox** at home of things to help when children are in different zones. This could be a calm box.

**Make a poster** of the zones to refer to throughout the day.

**Reward System** for using strategies when in different zones.

# Books



# Website

## WELLBEING AND ADDITIONAL SUPPORT



[How are you feeling today?](#)



[Talking about Mental Health](#)



[Supporting Specific Mental Health Needs](#)



[Mindfulness and Breathing](#)



[Body Wellbeing](#)



[Mental Health Week](#)

# Questions

Please put your  
questions in the chat