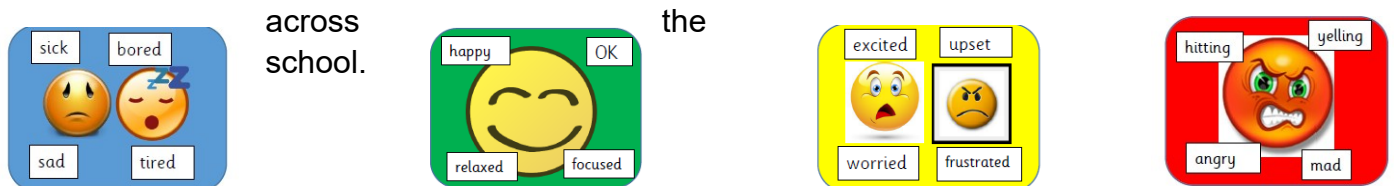


ZONES OF REGULATION

Life is 10% what happens to us and 90% how we react to it.

THE ZONES OF REGULATION®

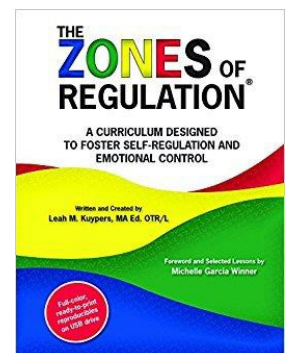
We have introduced the ZONES of Regulation in every area in the school. You may have noticed all the staff are wearing multi-coloured picture lanyards when you drop off and collect your child each day and wondered why. This is one of the ways in which we have encompassed The Zones



WHAT ARE THE ZONES OF REGULATION®?

They teach pupils:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



HOW ARE WE USING THE ZONES ?

Children are encouraged to identify the ZONE they are in on arrival to school by putting their name in the ZONE that matches their feelings. Over the course of the day they have



opportunities to discuss why they are in a certain ZONE and to move their name into another ZONE if their feelings change over the day. The staff lanyards have also proved a useful tool for children to indicate their ZONE by pointing if they do not feel ready to talk about how they are feeling. They understand that we all experience all the ZONES but the green ZONE is the best ZONE to help us focus and concentrate when in the classroom.

Blue Zone: I felt sad when I got my finger shut in the door.

Green Zone: I am happy when people play with me.

Yellow Zone: I am excited because it's my birthday.



KEY POINTS:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different

ZONES OF REGULATION



We are using The Zones of Regulation as a tool to teach children how to self-regulate their emotions.

It encompasses:

- Self-control
- Resilience
- Self-management



- **Blue Zone:** sad, sick, tired or bored (low state of alertness – brain and/or body is moving slowly or sluggishly).
- **Green Zone:** in control, calm, happy and ready to learn (regulated state of alertness).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (heightened state of alertness but you still have some control).
- **Red Zone:** elated, angry, wild, terrified. (heightened state of alertness and out of control).

What is self-regulation?"

"...it is defined as the capacity to manage one's thoughts, feelings and actions in adaptive and flexible ways across a range of contexts."



Something to think about.

Are you able to self-regulate?

Do you stay CALM and ORGANISED in a stressful situation?

Are you able to CHEER yourself up after a disappointment?

Do you know when you are experiencing sensory overload and can you make adjustments?

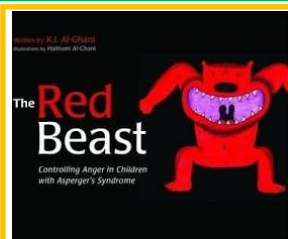
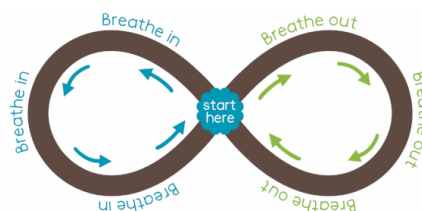
What about your child?

A child that can self-regulate is more likely to become a teenager

Something to try.

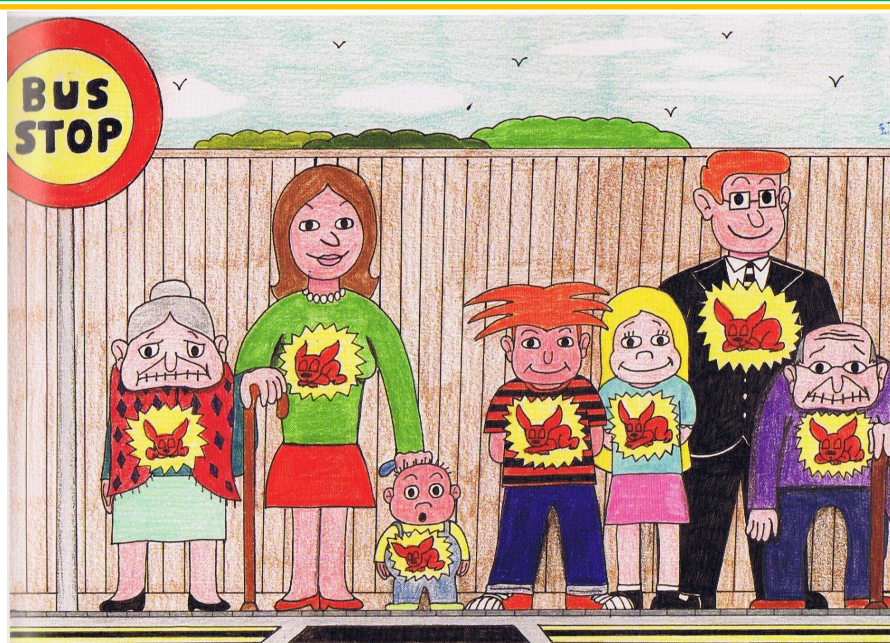
We practise breathing exercises in school.

This is called "Lazy 8" breathing. Start at the middle and draw a number 8 on it's side in the air breathing in as you draw one side and out as you draw the other. Repeat until you feel calm and



We have read The Red Beast by Kay Al Ghani.

The book describes a small, sleeping red beast inside all of us but when it wakes up it begins to grow and grow. This book is a great way of visualising the RED ZONE and also shows how a child may begin to self-regulate and take control of that emotion with

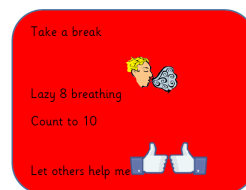
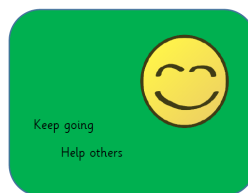


ZONES OF REGULATION



We have been learning which TOOLS to put in our virtual toolboxes to help us stay in or return to the **GREEN ZONE**.

As mentioned in a previous edition of Merry Hill Matters, all staff at school wear a ZONES OF REGULATION lanyards to support pupils who may be unable to express how they are feeling. On the reverse of the lanyards are some TOOLS to use to help pupils return to the **GREEN ZONE**.



Something to think about...

What TOOLS do I use at home to help myself to return to the **GREEN ZONE**?

We all experience all the Zones at points in our lives. What tools are in your toolboxes? A bubble bath? A favourite tippie? A run? A telephone conversation with a good listener? Think about what works for you and build that into finding the best tools for your child.

Something to try

Teach your child the TOOLS they can use. "It's time for bed. Let's read a book together to get into the **BLUE ZONE**."

Model the tools you use, "I'm going for a walk to get back into the **GREEN ZONE**."

UNDERSTANDING **ZONE** TOOLS:



Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good. These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.



The dynamics at home are different to school and therefore the tools may be different:

BLUE: Give a hug, Chat together over a hot chocolate, go out for a walk around the block.

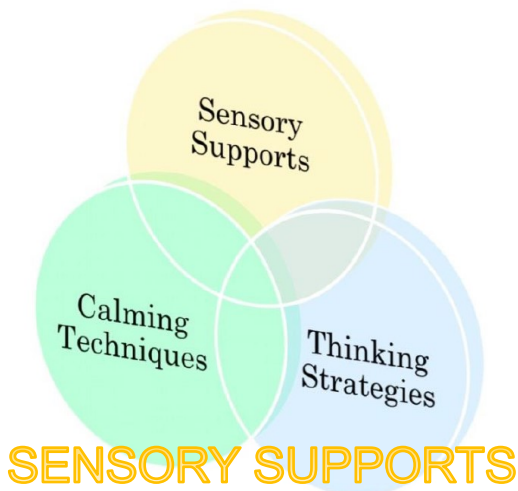
Green: Recognise they are in the **GREEN ZONE**. Encourage them to keep at it.

Yellow: Play with a fidget toy, build some Lego, listen to some music.

Red: Bounce on a trampoline, go out for a run

ZONES OF REGULATION

TOOLS FOR SELF-REGULATION



In the previous Merry Hill Matters we looked at TOOLS to put in our virtual toolboxes to help us get back to the GREEN ZONE. Now we will think about if there is anything additional a child might require and specifically focusing on SENSORY SUPPORTS.

What are SENSORY SUPPORTS?

“Sensory Supports are physical activities that can be calming or arousing in order to **support** students in getting to a “just right” state for being in school, safe and learning-ready. “

Goalbookapp.com

Sensory Toys



You may already have these at home. They would be useful

SENSORY SUPPORTS.



be



If you are able to use them as a REGULATION TOOL

ensure they are kept in a special place or box only to be used for calming. Avoid allowing them to be used at play or treat times.

SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



Something to try

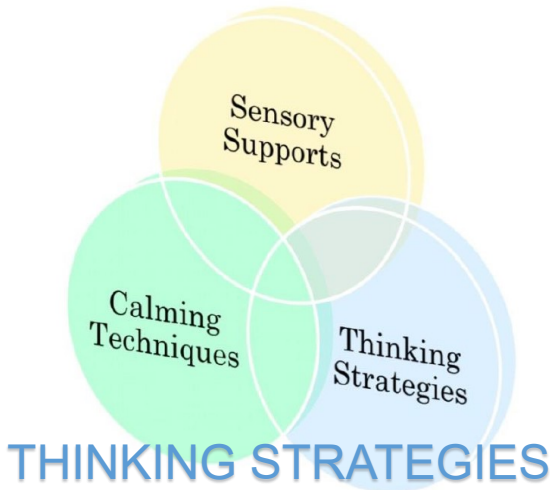
One technique we have practised at school is the Spaghetti Body. This is great for physically relieving tension and usually ends up with lots of giggling.



<https://www.mindfulchildaerialyoga.com/reduce-stress-with-spaghetti-body/>

ZONES OF REGULATION

TOOLS FOR SELF-REGULATION



In the previous Merry Hill Matters we looked at TOOLS to put in our virtual toolboxes to help us get back to the GREEN ZONE. Now we will think about if there is anything additional a child might require and specifically focusing on THINKING STRATEGIES.

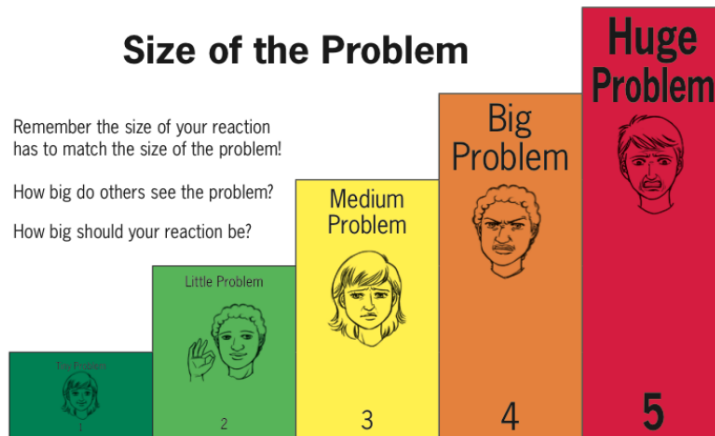
What are THINKING STRATEGIES?

Metacognition and Self Regulation are closely linked. Being able to learn strategies to think through the problem and decide the best way to tackle it.

The ZONES OF REGULATION teaches the children to consider how their behaviour looks to other people and how it might make others feel. By Year 2 children are asked to identify how big the problems they are reacting to is and to match their

reaction to it. This is quite difficult to do when children are in a heightened state so it is something that must be practised when in the GREEN ZONE.

The ZONES of Regulation® Reproducible W

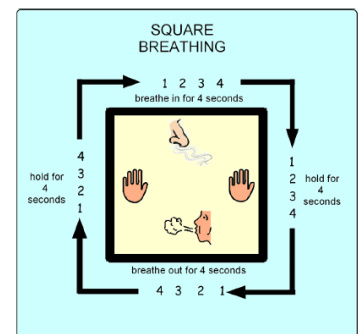


-SIZE OF THE PROBLEM LEARNING STARTS IN YEAR 2:-

Something to try

COUNTING

- ◆ Forwards and backwards
- ◆ Count colours
- ◆ Count breaths
- ◆ Count pulse
- ◆ Count objects
- ◆ Count as you practise square breathing.



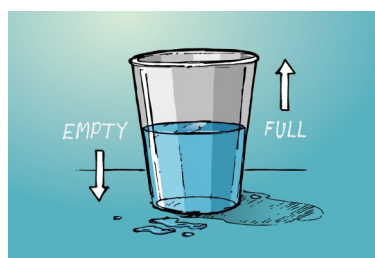
It's a matter of perception—Is the glass half empty or half full? We are practising coaching ourselves instead of criticising.

I'm not good at this

I made a mistake

I will never be as smart as him

It's good enough



What am I missing?

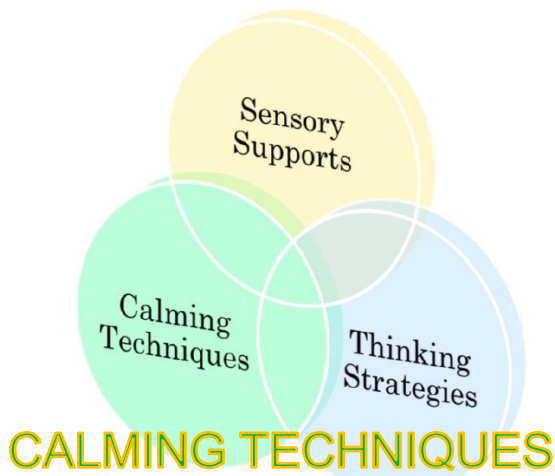
Mistakes help me improve

I'm going to figure out what he's doing and try it

Is this really my best work?

ZONES OF REGULATION

TOOLS FOR SELF-REGULATION



In the previous Merry Hill Matters we looked at TOOLS to put in our virtual toolboxes to help us get back to the GREEN ZONE. Now we will think about if there is anything additional a child might require and specifically focusing on CALMING TECHNIQUES.

In each of our classrooms we have a 'Mindfulness Area' for pupils to go to one at a time and take a few minutes to practice calming strategies. Here are some pictures of our areas:

Something to think about...

Where do I go to "calm down"?

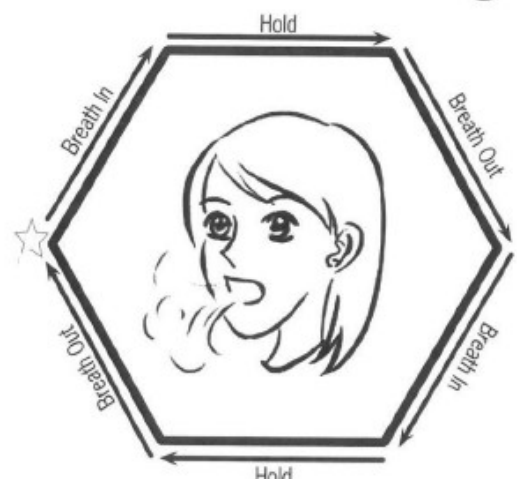
Is there a space at home where the children can go if they need quiet time?

When researching what I should have in my Mindfulness Area and considering where it should go I read an article that really made me think. It asked me to think about how many people I knew that when asked to "calm down" actually did. I couldn't think of any and considered myself—no! If not calm one generally thinks they are right not to be. So my area is called 'Hawaii instead. Can you guess which one it is? The children ask "Can I go to Hawaii?". They love sitting in there and practising their breathing, taking a few quiet minutes with headphones on or writing to the worry monster.

Something to try

- Puzzles
- Listen to Music
- Draw/Paint
- Origami
- Play-Doh/clay
- Read
- Stack Rocks

The Six Sides of **Breathing**

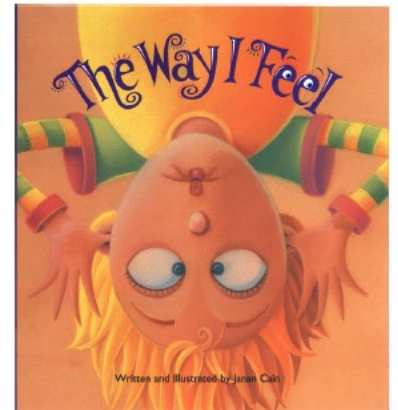


ZONES OF REGULATION

This is a lovely book by Janan Cain. It explores different emotions through the use of beautiful illustrations.

You can listen to the story here:

<https://www.youtube.com/watch?v=ITPUxVQ6UIk>



There is a super tutorial here:

<https://heartmindonline.org/resources/lesson-plan-the-way-i-feel>

It teaches children step by step how to draw emotions on faces. We had lots of fun doing this in class and then explaining which ZONE the face we had drawn would fit into.

You can also print off a sheet of faceless characters to add emotions to match the body language.

