



## Zones of Regulation® Curriculum Map



### Zones of Regulation® Toolbox

- ★ [Zones Top 10 Do's and Don'ts](#)
- ★ [Zones Communication](#)
- ★ [Zones Glossary](#)
- ★ [Zones Book Nook](#)
- ★ [Free Downloadable Handouts](#)
- ★ [Zones Fidelity Checklist](#)
- ★ [Zones Data Collection](#)
- ★ [Zones of Regulation Extra Resources](#) (super site for multiple resources!)

### Weeks 1-9

Chapter	Goals for Chapter Three	Essential Questions for this Chapter
Three	<p>By the end of the chapter, students will be learning to:</p> <ul style="list-style-type: none"> <li>★ Develop the ability to identify a range of emotions and how they relate to a student's specific Zone</li> <li>★ Read their own body's cues regarding what Zone they are experiencing</li> <li>★ Develop insights on triggers and circumstances that influence their Zones</li> <li>★ Relate how their Zone and behaviors can impact others'</li> </ul>	<ul style="list-style-type: none"> <li>★ What are the Zones?</li> <li>★ How will they help you identify what emotion or state of alertness you are feeling?</li> <li>★ How do different emotions play different roles in different Zones?</li> <li>★ How does the way one regulates his or her Zone impact the perspective of others?</li> <li>★ How can you benefit from understanding what makes you change Zones?</li> </ul>



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Week	Lesson Title	Overview	Goals	Resources
Kick-Off		M	<ul style="list-style-type: none"> <li>★ Students and staff will become familiar with the Zones program</li> <li>★ Students and staff will understand the purpose of implementing Zones as a framework to teach self-regulation skills</li> <li>★ Students and staff will begin to develop an understanding of each Zone and the color associated with each Zone</li> <li>★ Students and staff will begin to adopt a common language to understand, talk about and teach regulation</li> </ul>	<p><a href="#">Zones Intro/Theme Song</a></p> <p><a href="#">"How To Control Your Emotions and Zones of Regulation" video (length 4:45)</a></p> <p>Video Clip to Demonstrate what a Zone may look like:</p> <p><a href="#">Blue Zone: Toy Story 3 Barbie Gets Donated</a></p> <p><a href="#">Green Zone: Finding Nemo: Just Keep Swimming</a></p> <p><a href="#">Yellow Zone: Monster's Inc., Mike's New Car</a></p> <p><a href="#">Red Zone: Snoopy Kisses Lucy</a></p>
1	<u>Lesson 1</u> : Creating Wall Posters of the Zones	This activity introduces students to the four Zones used to categorize the different emotions and states of alertness people experience while creating visuals to display in the classroom.	<ul style="list-style-type: none"> <li>★ Students will become familiar with the concept of the Zones</li> <li>★ Students will increase emotions vocabulary</li> </ul>	<p><a href="#">Downloadable Reproducibles:</a></p> <p>C: Zones Emotions D: Zones Labels</p>



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			<ul style="list-style-type: none"> <li>★ Students will increase recognition of facial expressions</li> </ul>	<p>E: Zones Regulation visual</p> <p><a href="#">What are Zones Intro Video</a></p> <p><a href="#">Zones of Regulation social story video (length 2:31)</a></p>
3	<u>Lesson 2</u> : Zones Bingo	In this activity, students play bingo while they practice displaying and guessing the meaning of each other's facial expressions.	<ul style="list-style-type: none"> <li>★ Students will increase their ability to identify emotions</li> <li>★ Students will increase their recognition of facial expressions</li> <li>★ Students will deepen their understanding of the Zones</li> </ul>	<p><a href="#">Downloadable Reproducibles:</a></p> <p>F: Zones Bingo Cards C: Zones Emotions</p> <p><a href="#">additional Zones Bingo cards</a></p> <p><a href="#">Zones Lavalings Sorting Game</a></p>
5	<u>Lesson 3</u> : The Zones in Video	In this activity, students view video clips and identify Zones in the characters.	<ul style="list-style-type: none"> <li>★ Students will deepen their understanding of The Zones and learn to identify the Zones in others</li> <li>★ Students will learn that one's behavior can change/affect other's feelings and Zones</li> <li>★ Students will observe</li> </ul>	<p><a href="#">Dreamworks video clips</a></p> <p><a href="#">Disney/Pixar video clips</a></p> <p><a href="#">Pixar video clips</a></p> <p><a href="#">Example of Zones in Same Person Video</a></p> <p><a href="#">Zones Sorting Game</a></p>



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			movie or television characters' social skills and gain insight into expected and unexpected behaviors	
7	<u>Lesson 4: The Zones in Me</u>	In this activity, students decide what Zones they would anticipate experiencing for a variety of scenarios.	<ul style="list-style-type: none"> <li>★ Students will learn to identify the Zones in themselves</li> <li>★ Students will learn that it is natural and expected to experience all of the Zones given different situations/environments</li> <li>★ Students 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</li> <li>★ Students will reflect on how they may need to match their behaviors while in a Zone to demands of the environment/situation to keep people around them having ok thoughts</li> </ul>	<a href="#">Downloadable Reproducibles:</a>  G: Zones Scenarios H: Which Zone Would I Be In?  <a href="#">Which Zone Are They In?</a>  <a href="#">All the Zones Are OK</a> coloring sheet  <a href="#">Draw a Face</a> <a href="#">Draw a Face2</a>  <a href="#">"What Zone Are You In?" student lanyard check-ins</a>
9	<u>Lesson 9: Caution! Triggers Ahead</u>	In this activity, students will reflect on what events or "triggers" push them into the Yellow,	<ul style="list-style-type: none"> <li>★ Students will gain awareness that they are</li> </ul>	<a href="#">Downloadable Reproducibles:</a>



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		Blue, and Red Zones.	<p>more successful if they can manage their triggers and Zones</p> <ul style="list-style-type: none"> <li>★ Students recognize their personal triggers that lead to the Blue, Red, or Yellow Zone</li> <li>★ Students will work on problem solving to manage triggers</li> </ul>	<p>P: Triggers</p> <p><a href="#">"The Red Zone..." video (length 3:27)</a></p> <p><a href="#">"The Yellow Zone..." video (length 6:27)</a></p>
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### Weeks 11 - 15

Chapter	Goals for Chapter Four	Essential Questions for this Chapter
Four	<p>By the end of the chapter, students will be learning to:</p> <ul style="list-style-type: none"> <li>★ Understand that there are strategies or tools they can use that will influence their Zones</li> <li>★ Understand that tools affect each person differently and they need to determine which tools are most effective for them</li> <li>★ Know at least five strategies they find calming, at least two strategies they find alerting, and at least one strategy that helps them regulate their Green Zone</li> <li>★ Be able to demonstrate the use of a strategy to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>★ How does the use of a Zones tool change the way I think and feel?</li> <li>★ Do all tools affect me in the same way or are some more effective for me than others?</li> </ul>



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Week	Lesson Title	Overview	Goals	Resources
11	<u>Lesson 10</u> : Exploring Sensory Support Tools	In this activity, students rotate through stations that have a variety of sensory tools to explore sensory supports and discover how the various sensory supports affect their level of alertness.	<ul style="list-style-type: none"> <li>★ Students will gain insight about how sensory support tools can help regulate Zones</li> <li>★ Students will understand that sensory support tools can help them wake up and be more alert as well as help them calm down and feel more organized</li> <li>★ Students will understand that sensory support tools should be used in all Zones in order to self-regulate</li> <li>★ Students will learn how to access and use sensory support tools</li> </ul>	<a href="#">Downloadable Reproducibles:</a> R: Zones Tools  <a href="#">Tools Intro Video</a>  <a href="#">Cool Down Spots in Your Classroom: Your Questions Answered (article)</a>
13	<u>Lesson 11</u> : Exploring Tools for Calming	In this activity, students practice several calming techniques together and reflect on the techniques using the Zones Tools worksheet.	<ul style="list-style-type: none"> <li>★ Students will learn about and try out calming techniques that can be utilized to calm their body and mind</li> </ul>	<a href="#">Downloadable Reproducibles:</a>  <a href="#">Drawing App to Calm</a>



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			<ul style="list-style-type: none"> <li>★ Students will gain insight into how calming techniques help regulate Zones</li> <li>★ Students will reflect on which tools are effective in regulation themselves</li> </ul>	<p>R: One Zones Tools worksheet</p> <p>S: Six Sides of Breathing visual</p> <p>T: Lazy 8 Breathing visual</p> <p>U: My Calming Sequence</p> <p><a href="#">"The Red Zone..." video (length 3:27)</a></p> <p><a href="#">"The Yellow Zone..." video (length 6:27)</a></p> <p><a href="#">"Pause Power" read aloud (length 12:34)</a></p>
15	<u>Lesson 12: Exploring Tools-Thinking Strategies</u>	This lesson includes activities for three different effective thinking strategies to teach students to self-regulate: Size of the Problem, Inner Coach versus Inner Critic, and Superflex® versus Rock Brain.	<p><b>Size of the Problem</b></p> <ul style="list-style-type: none"> <li>★ Students will be able to provide examples of big, medium, and small problems</li> <li>★ Students will learn to analyze a situation and rationalize how big a problem is</li> </ul>	<p><a href="#">Downloadable Reproducibles:</a></p> <p><b>Size of the Problem</b></p> <p>V: Size of the Problem: Big versus Little Problems</p> <p>W: Size of the Problem visual</p> <p><b>Inner Coach versus Inner Critic</b></p> <p>X: Inner Coach</p> <p>Y: Inner Critic</p>



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			<ul style="list-style-type: none"> <li>★ Students will gain insight on the size of their reaction or expected response matching the size of the problem</li> <li>★ Students will understand how use of the Size of the Problem can help to regulate their Zone</li> </ul> <p><b>Inner Coach versus Inner Critic</b></p> <ul style="list-style-type: none"> <li>★ Students will be able to provide examples of positive and negative self-talk</li> <li>★ Student will demonstrate insight into circumstances when they are using negative self-talk</li> <li>★ Students will be able to provide positive self-talk statements for circumstances they find lead them to a less self-regulated state</li> <li>★ Students will understand how use of the Inner Coach can help to regulate their</li> </ul>	<p><a href="#">Flexible vs. Rock Brain Video--2nd grade</a></p> <p><a href="#">"My Day Is Ruined" read aloud (length 12:40)</a></p>
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			<p>Zone <b>Superflex versus Rock Brain</b></p> <ul style="list-style-type: none"> <li>★ Student will be able to identify the difference between rigid (Rock Brain) thinking and Superflexible thinking</li> <li>★ Students will be able to identify an instance when they experienced Rock Brain thinking as well as one when they used Superflexible thinking</li> <li>★ Students will understand that changing their thinking pattern can help to regulate their Zone</li> </ul>	
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## Zones of Regulation® Curriculum Map

### Week 17

Week 17		
Chapter	Goals for Chapter Five	Essential Questions for this Chapter
Five	By the end of the chapter, students will be learning to: <ul style="list-style-type: none"> <li>★ Use tools to regulate themselves</li> <li>★ Determine when they need to use a tool to regulate</li> <li>★ Problem solve desirable solutions to problems they encounter</li> <li>★ Understand how utilizing tools to regulate positively affects them</li> </ul>	<ul style="list-style-type: none"> <li>★ How will learning to regulate their body and emotions influence their success at home and school?</li> <li>★ How can understanding their emotions help identify strategies to control behavior?</li> <li>★ How will the use of strategies to regulate influence the thoughts and feelings of others nearby?</li> </ul>

Week	Lesson Title	Overview	Goals	Resources
17	<u>Lesson 13</u> : The Toolbox	In this activity, students will organize the tools they explored in the previous chapter's lessons into a visual toolbox worksheet.	<ul style="list-style-type: none"> <li>★ Students will understand they can engage in different strategies to change their Zone and regulate</li> </ul>	<a href="#">Downloadable Reproducibles:</a> AA: Zone Tools Menu BB: Tools for Each of My Zones worksheet Z: Toolbox worksheet for older students  <a href="#">Coping Skills Video</a>  <a href="#">Zones Overview and Review of Elements</a>



## Zones of Regulation® Curriculum Map



				<a href="#">List of Regulation Tools</a> <a href="#">Guidance on Calming Corners</a>
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