

# OAKMEADOW ZONES OF REGULATION





*Our school value characters – but they look slightly different to how we normally see them.*

*Look carefully at their facial expressions.*

*What do these tell you about how these characters may be feeling?*

These are  
called our  
'zones'

Blue

Green

Yellow

Red



sad	ready to learn	fast	loud
tired	calm and peaceful	frustrated	aggressive
bored	helpful	silly	mean
anxious	willing	wiggly	angry
worried	focussed	fidgety	out of control
moving slowly		distracted	
		loss of control	

**REST  
AREA**  


GO

SLOW

STOP

Talk to someone. Draw a silly picture. Happy thought. Have a snack or a drink.	Super job! Tell yourself: Yes, I can do this!	Breathe. Pause. Count to 10.	Breathe. Walk away. Find a safe place. Mindful activity e.g colouring
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Draw a silly picture.  
Happy thought.  
Have a snack or a drink.

Super job!  
Tell yourself:  
Yes, I can do this!

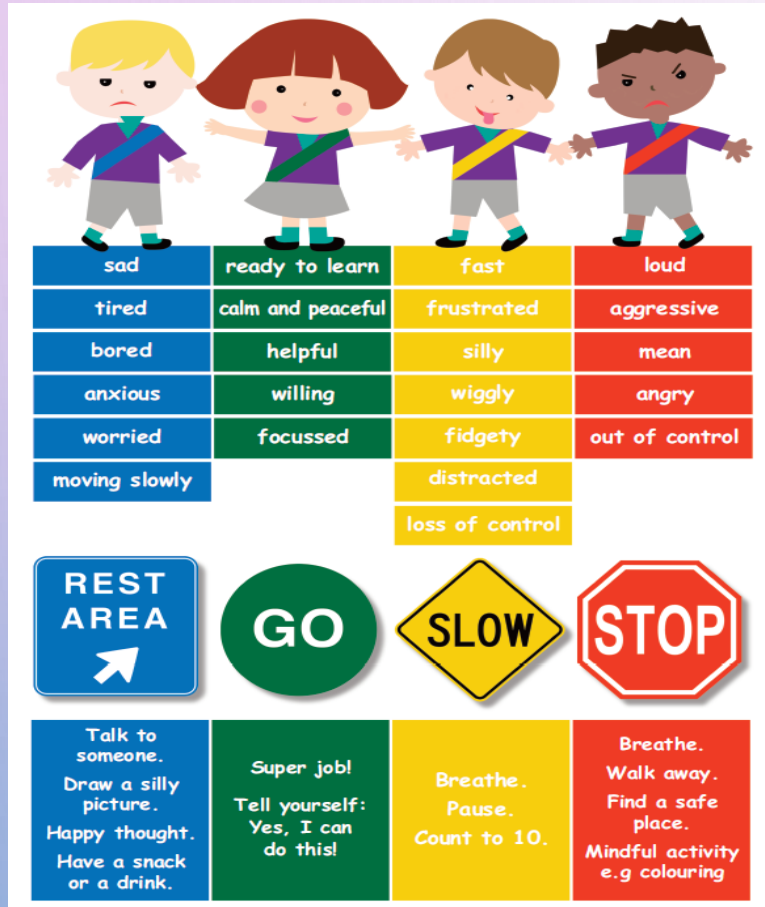
Breathe.  
Pause.  
Count to 10.

Breathe.  
Walk away.  
Find a safe place.  
Mindful activity  
e.g colouring

- Which 'zone' are you in at this moment?
- Have you always been in this zone since you woke up?
- Which zone were you in when you started your work?
- I wonder which zones you'll be in throughout the day/week.



*Tell your partner which zone you think it helps to be in to be able to do your best.*



*We want to be in and stay in the green zone.*



Sometimes our emotions - the way we feel - don't enable us to be in or remain in the 'green' zone.

We have all been in the blue , yellow and red zone - even us adults! We all have this range of emotions within us.

It's okay to show our emotions but sometimes it's our behaviour which isn't expected when we're in the zones that affect others.

Often our behaviour is trying to tell someone something. The 'red' and 'yellow' zones are not the 'bad' or 'naughty' zones.

All of the zones are expected at one time or another.

# OUR BEHAVIOUR COMMUNICATES A MESSAGE

- I AM FRUSTRATED!
- I WANT...
- I AM HURT.
- I DON'T LIKE THAT.
- I DON'T WANT TO DO THAT.
- THAT ANNOYS ME.
- I DON'T UNDERSTAND.
- I WANT A FRIEND.
- I AM ANGRY BECAUSE...
- THAT IS GIVING ME A HEADACHE.
- WHAT IS HAPPENING NOW OR NEXT? WHY?
- I WANT THIS TO STOP.



*There are lots of emotions – how we feel.  
Which zone would we be in if we felt like these?*



**Hurt**





**Uncomfortable**



**Aggressive**



**Overwhelmed**



**Proud**





**Shy**



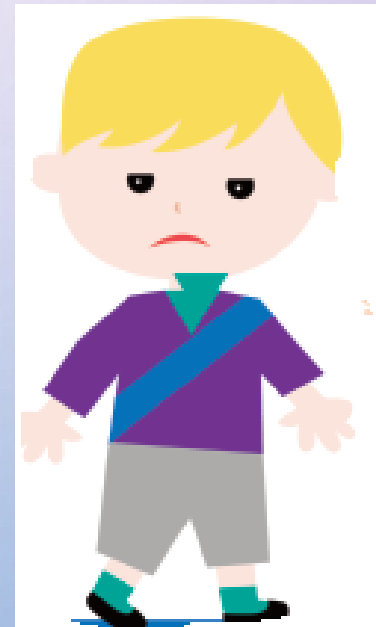
**Yelling**



**Thankful**

# BLUE ZONE

- **BLUE ZONE** — IS USED TO DESCRIBE LOW STATES OF ALERTNESS, SUCH AS WHEN YOU FEEL SAD, TIRED, SICK OR BORED. THIS IS WHEN YOUR OWN BODY AND/OR BRAIN IS MOVING SLOWLY AND SLUGGISHLY.





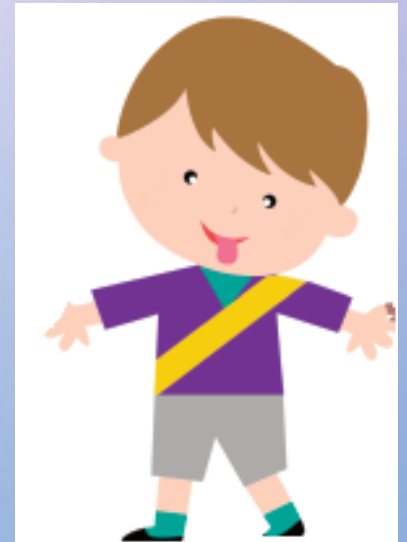
# GREEN ZONE

- **GREEN ZONE** – IS USED TO DESCRIBE A REGULATED STATE OF ALERTNESS. A PERSON MAY BE DESCRIBED AS CALM, HAPPY, FOCUSED OR CONTENT WHEN IN THE GREEN ZONE. THIS IS THE ZONE THAT YOU GENERALLY NEED TO BE IN FOR SCHOOL WORK AND FOR BEING SOCIAL. BEING IN THE GREEN ZONE SHOWS CONTROL.



# YELLOW ZONE

- **YELLOW ZONE**- IS USED TO DESCRIBE THE HEIGHTENED STATE OF ALERTNESS; HOWEVER, A PERSON HAS SOME CONTROL WHEN IN THE YELLOW ZONE. A PERSON MAY BE EXPERIENCING STRESS, FRUSTRATION, ANXIETY, EXCITEMENT, SILLINESS, NERVOUSNESS, CONFUSION AND MANY MORE SLIGHTLY ELEVATED EMOTIONS AND STATES WHEN IN THE YELLOW ZONE. THE YELLOW ZONE IS STARTING TO LOSE SOME CONTROL.



# RED ZONE

- **THE RED ZONE** — IS USED TO DESCRIBE EXTREMELY HEIGHTENED STATES OF ALERTNESS OR VERY INTENSE FEELINGS. A PERSON MAY BE EXPERIENCING ANGER, RAGE, EXPLOSIVE BEHAVIOUR, PANIC, OR TERROR WHEN IN THE RED ZONE. BEING IN THE RED ZONE CAN BEST BE EXPLAINED AS NOT BEING IN CONTROL OF ONE'S BODY.



# PROMPT QUESTIONS – RECOGNISING YOUR ZONE.

- *WHAT DO MY MUSCLES FEEL LIKE - TENSED OR RELAXED?*
- *IS MY BREATHING FAST OR SLOW?*
- *IS MY HEART BEATING FAST OR SLOW?*
- *IS MY BRAIN FOCUSSED OR CLUTTERED?*
- *WHAT DOES MY FACE LOOK LIKE?*
- *HOW DOES MY BODY FEEL?*



What happens to my body?

I grit my teeth

I feel hot

I snarl

I speak in a  
louder voice

I go red

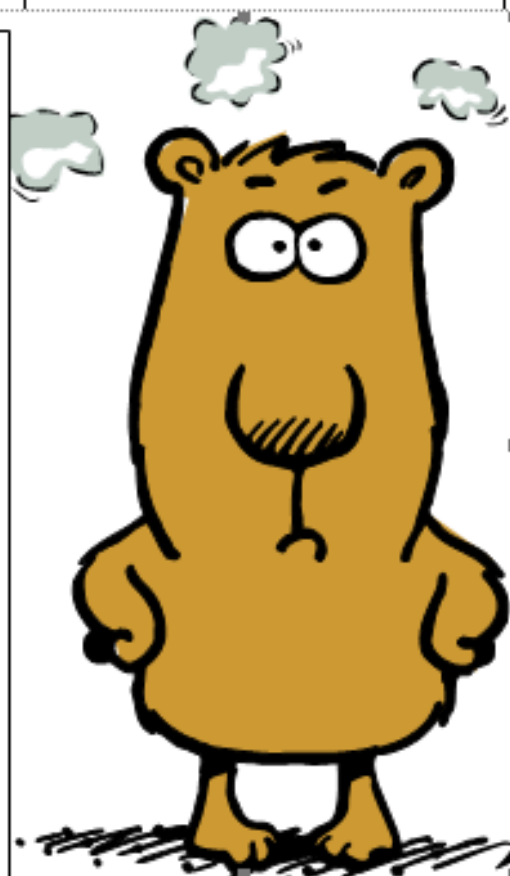
My heart races

My hands go  
into fists

I can't stay still

My stomach  
turns over

My muscles  
tense up



I feel like  
running

I feel like  
crying

I sweat

I breathe  
more quickly

My mouth  
gets dry

My eyes go  
wide

My hands  
sweat

I feel  
panicky

I get tummy  
ache

You lose something that means a lot to you.	You turn on the TV and find out a war has broken out.	You experience a natural disaster (large earthquake, tornado, flood, hurricane).
You break your leg in P.E. class.	You are playing a competitive game.	You found out that you won the lottery.
You are playing tag on the playground with friends.	You are participating in the class discussion.	You are listening to a teacher give instructions.
You just woke up in the morning.	You are home with nothing to do.	You can't find your homework you worked hard on.

*Decide which zone these scenarios would put you in. How would you been feeling?*

*Can you think of a time when you've been in the blue, green, yellow or red zone?*

How can we stay in the 'green' zone or stop ourselves moving into different zones?

## SELF REGULATION

Self-regulation can go by many names, such as self-control, self management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a pupil plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be expected in the library.



# Green Zone

I am good to go.



Happy



Calm



Ready



Okay

I can do these:



Learn



Listen



Work  
hard



Expected  
behaviors

Vanessa Torres 2013

# Blue Zone

I am running slow.



Sad



Tired



Bored



Sick

I can try these tools:



Take a  
break



Talk to  
an adult



Ask for  
a hug



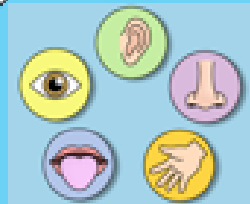
Listen to  
music

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# WHAT CAN WE DO TO MOVE BACK TO OUR GREEN ZONE.

Thinkosaurus



## Sensory Supports

Use of different sensory supports and equipment



## Calming Techniques

- 6 Sides of Breathing
- Lazy 8 Breathing
- Calming Sequence
- Count to Ten
- Learning to take a deep Breath



## Thinking Strategies

- Big vs. Little Problem
- Inner Coach vs. Inner Critic
- Superflex vs. Rock Brain Thinking
- Expected and Unexpected Behaviour

\* Here are a few ideas for a person's (child's) toolbox.  
These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

## \_\_\_\_\_'s Toolbox

### Blue Zone Tools

Talk to someone  
Play with a friend  
Go outside/Run  
Smile/Think happy  
deep breaths  
Take a nap  
Stretch/stand up  
Jump/Ask for help

### Green Zone Tools

eye contact  
Good body language  
Sit up/sit still  
Good attitude  
Good listener  
focused  
feeling okay  
Paying Attention

### Yellow Zone Tools

deep breaths  
Positive Self-talk  
Ask for help  
do your best  
Jump Around  
Take a nap  
Think positive  
Calm down

### Red Zone Tools

deep breaths  
apologize  
Quietly stomp feet  
hug or talk to  
Someone  
Count to 10 slowly  
color/run  
Do something else

# ZONES Tools Menu

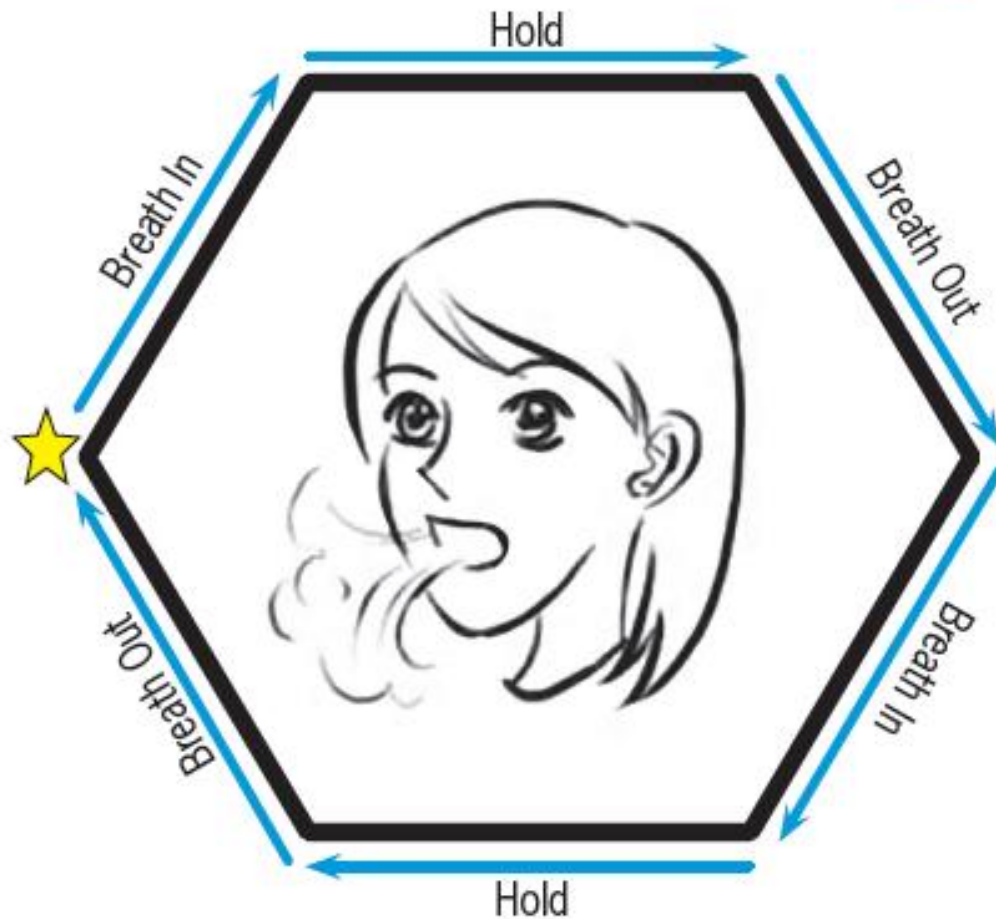


Some of us may require more physical and intense activities such as heavy work, swinging, burrowing and climbing. Once it has been established which activities we need, integrating these into our daily routine can be very helpful.

# CALMING TECHNIQUES

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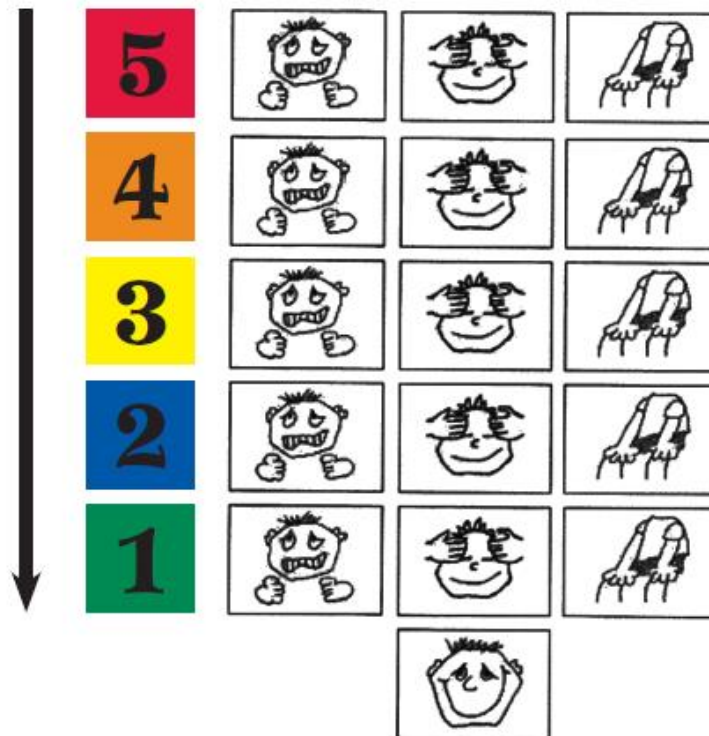
## The Six Sides of **Breathing**



# My **Calming** Sequence Visual

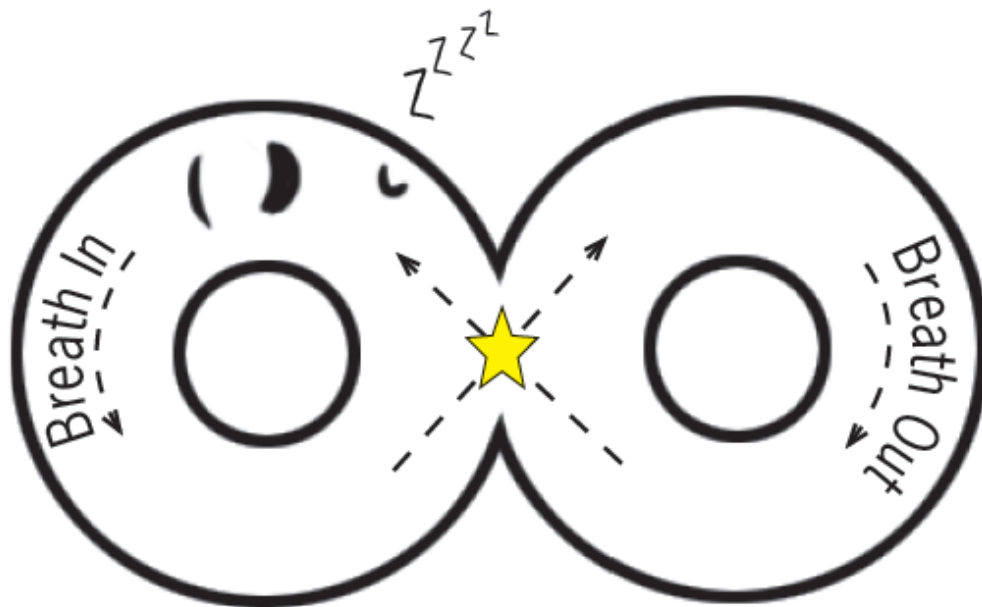
**Activity:** Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.





# Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

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# Inner Coach



**Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.**

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# Inner Critic



**Inner critics use negative self-talk that get us nowhere. It puts defeating thoughts in my head.**

Our emotions and behaviours affect others. They can have good thoughts about us when we are showing expected behaviours. What might happen if our behaviour becomes unexpected (behaviour we wouldn't expect to see or hear?) The people around you will probably have thoughts about you..... these can be good thoughts but also uncomfortable thoughts. What thoughts would you prefer your classmates to have?

## Expected Behaviour

Behaviours that give people around you  
**good or comfortable thoughts** about you.

That's expected!



## Good Thoughts

I like the way she is sharing.

He is listening well.

He always remembers to say thank you

She is very kind to other children.

I am pleased she told me how she feels.



# Unexpected Behaviour

Behaviours that give people **uncomfortable thoughts** about you.

That's unexpected!



## Uncomfortable Thoughts

He always shouts when he loses a game.

She always stands too close to me in the line.


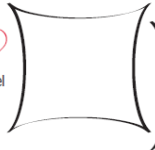
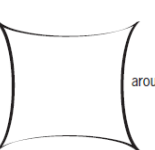
He gets angry so quickly and disrupts the lesson.



She always wants to play the games she likes.



*Your behaviour can cause your people around you to move into a different zone.*

# Understanding Different Perspectives

When I am in the **BLUE ZONE** and my behavior is unexpected...

Other kids might feel    around me.

Other kids might be thinking  or 



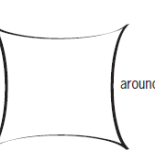
Other kids might say  or 



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# Understanding Different Perspectives

When I am in the **GREEN ZONE** and my behavior is unexpected...

Other kids might feel    around me.

Other kids might be thinking  or 



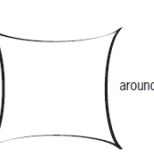
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# Understanding Different Perspectives

When I am in the **YELLOW ZONE** and my behavior is unexpected...

Other kids might feel    around me.

Other kids might be thinking  or 


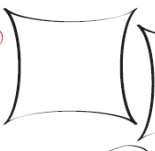
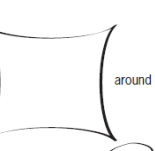
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# Understanding Different Perspectives

When I am in the **RED ZONE** and my behavior is unexpected...

Other kids might feel    around me.

Other kids might be thinking  or 

Other kids might say  or 

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