

The Zones Of Regulation

**Direct teaching of self-
regulation**

By: Tessteaches

I started this last year near the end and I wish I started so much earlier! My students were able to talk about their mood/feelings and begun to understand how their emotions affect others.

My suggestion is to begin with The Red Zone. I used Donald Duck cartoons to demonstrate losing control of your temper. We also read a variety of books that have the zone. After Red, I did Blue. Again it was easy for the students to understand. I saved Green for the last because it is where we need to be in order to learn. On the back of each page, I had my students make a personal connection and tell a time they were in that zone. I never had them read those stories out loud, in order to protect privacy.

For those of you that are new to The Zones:

RED: angry, mad, upset, loss of control

BLUE: lonely, sad

YELLOW: hyper, agitated, stressed, irritated

GREEN: ready to learn!

Student Generated Anchor Chart



1. Paint chips: adjectives that describe the zone
2. Arrows: How others think and feel when you are in that zone. This is an attempt to build empathy.
3. Ovals: Strategies to get back to the Green Zone

Name: _____

When I am in the... **BLUE ZONE**

I feel...

Other kids feel like this
around me...

I think things like...

But...I can always do this
to help myself!

Name: _____

When I am in the... **Red Zone**

I feel...

Other kids feel like this
around me...

I think things like...

But...I can always do this
to help myself!

Name: _____

When I am in the... **YELLOW ZONE**

I feel...

Other kids feel like this
around me...

I think things like...

But...I can always do this
to help myself!

Name: _____

When I am in the... **GREEN ZONE**

I feel...

Other kids feel like this
around me...

I think things like...

But...I can always do this
to help myself!

**Thank you for purchasing
my product! I hope you find
it useful!**

**Please leave a message, if
you have any questions!**

Have a great year!

Sincerely,

Tessteaches

