

Outline/Script for Assembly on The Zones

Learning Objectives:

- Create an environment where all students feel safe and supported in regards to how they may feel
- Convey that all the Zones are natural and we all move through the 4 Zones, none of them being a bad Zone
- Illustrate how tools can be used to manage ones Zone so behaviors match the demands of the context
- Demonstrate how regulation of our zones can impact how those around us may think and feel as well as support us in accomplishing whatever we are trying to do, such as play, socialize or learn.
- Learn and/or reinforce tools that can be used to aid in regulation.

Props:

- 2-3 Desks
- Water Bottle
- Whistle
- Cheese Head
- Wearable Tool Box filled with the following:
 - Drink Water visual
 - Stretch visual
 - Jump Visual
 - Self-Talk Bubble (2 would be ideal)
 - Lazy 8 Visual (2 would be ideal)
 - Squeeze Hands Together Visual
- Giant Lazy 8 Visual to help teach students

Introduction:

We are here today to explore feelings and learn more about The Zones of Regulation. We will watch some scenes unfold with staff experiencing the four zones. Remember it is natural to experience all the zones, All the Zones are OK, and there are times when we all will need to find tools to manage our zone so we can learn, play and demonstrate expected behaviors ay Hale. Be watching for expected behaviors in the scenes as well as unexpected ones that may cause uncomfortable thoughts and feelings for those around them. When we notice our behavior is unexpected, it is a clue to us that we need to find a tool to take care of our Zone differently.

Blue Zone Scene:

Ms. Kristina mops over to desk feeling tired, puts head down on desk and closes eyes

Classroom teacher:

OK class, today we will be learning about dinosaurs.... Ms. Kristina, what is your favorite dinosaur?

(Snoring sound from Ms. Kristina ZZZZZ)

Oh my, is Ms. Kristina sleeping at her desk??

MC:

Boys and Girls, I'm noticing Ms. Kristina is in the blue zone today. Can you help me figure out how she is feeling??? (Tired, Sleepy, exhausted)

We all certainly feel tired in the Blue Zone from time to time, but is it expected to come into class and fall asleep at our desk???

No, it's unexpected to sleep at our desks during classroom discussions. We can't learn if we are sleeping.

Hmmm, I wonder if there is a tool that could work to help Ms. Kristina with her Blue Zone sleepiness? Is there a toolbox around here?

Toolbox scurries over to Ms. Kristina.

Toolbox:

I am the toolbox full of tools to help us regulate our Zones. Let's find a tool to help you regulate your Blue Zone so you can learn.

Ms. Kristina sleepily opens it up and rummages through it. Pulls out a visual of a person stretching.

Ms. Kristina

I can stretch! (she stands up and reaches to the sky and such)

Yawns and says,

I'm still feeling tired. I think I should try another tool.

She looks in toolbox again and pulls out water bottle and takes a sip. Sits down at her desk appearing alert and ready to learn.

MC:

Nice job caring for your Blue Zone. Tell me, what was the first tool Ms. Kristina used help her in the Blue Zone... and the second one.... You got it. Our Blue Zone tools help us feel better and wake up!

Teacher blows a whistle and announces, "time for recess"

Green Zone Scene:

Students are talking in a group.

Student 1:

How you doing?

Student 2 (Looking sullen and sad):

Not so good. My dog died last

Student 1 (Shifts mood to sad as well):

I'm so sorry. That is such sad news.

Mr. Uhler (appears unaware of the other students' mood, he skips up to the students):

Hey guys, how's it going?

Student 2:

Horrible, my dog died last night. (She starts to cry to the other student)

Mr. Uhler:

Oh, I am going to the Mall of America this weekend. (Student continue to mourn while other comforts her as he goes on)

Yeah, I got an unlimited ride wrist band. I can't wait. Plus, I get to go to LegoLand too.

Students: Look toward Mr. Uhler in an exhausted sort of way

MC:

Hmmm, What Zone does Mr. Uhler seem to be in? Do you kids agree that he appears happy in the Green Zone?

He might be happy in the Green but are his actions expected or unexpected in this situation?

Thats right, although he is happy about this plans for the weekend, he isn't being sensitive to his friend. Looks like he needs a TOOL to help him manage his Green Zone differently.

Toolbox scurries over

Did somebody say tool? I can help.

Mr. Uhler looks inside and pulls out a visual of "self-talk" (which will be thought bubble with that written on it) and holds up the thought bubble up to his head.

Toolbox:

You can use self-talk to remind yourself that it is important to think about others and how they are feeling.

Mr. Uhler:

I'm sorry to hear about your dog. I imagine this is a really difficult time for you.

MC:

Feeling calm and happy in the Green Zone is fantastic for learning in the classroom but when others are sharing upsetting news, it can be uncomfortable for others if we aren't sensitive to their news. We may feel happy in the Green Zone on the inside, but can use tools to help us express our Zone differently so others see we care.

Nicely done Mr. Uhler.

Yellow Zone Scene:

The Teacher blows the whistle for kids at recess to come in for lunch. The tag players line up with Ms. C in the line. Ms. C acts nervous.

Ms. C:

What if I can't sit by my friends at lunch? What if they run out of chocolate milk before I get any? What if I forget my student ID number? What if I finish eating and have to wait? What will I do?

MC:

Kids, how is Ms. C feeling?... (nervous, worried, anxious) What Zone is she in?

Let's check in with Ms. C. Ms. C, it sounds like your mind is racing. Let's pause and notice what Zone you are in.

Ms. C:

I'm definitely in the Yellow Zone. I am feeling worried about how lunch will go.

MC:

It is all right to be in the Yellow Zone, but your worries may keep you from enjoying your lunch. Let's think of a tool to help you manage your Yellow Zone.

Toolbox zips over:

I can help. Take a look inside!

Ms. C pulls out a thinking bubble again.

I can use self-talk to tell myself that it is unlikely that any of these worries will come to be. There are lots of friendly kids to sit with. I can ask for help if I need it. I can talk to my classmates if I finish early.

Toolbox:

Great job. Self-talk is a tool that can help us in all of the Zones. However, sometimes we need more than one tool. Let's pick another one?

Ms. C (Pulls out Lazy 8 Breathing)

I can also take a deep breath. Lazy 8 Breathing helps me do this.

Toolbox:

Let's all do this together. Imagine an 8 that is so tired, it has to lie down. Now point your finger right the center of the 8. We take a deep breath in as we move around the left half of the eight and slowly let it out as we trace the other half of the eight. Let's do it again.

Ms. C:

That feels better. I can control my Yellow Zone worries. They don't control me.

Red Zone Scene:

Mr. Fitzgerald comes bounding into the lunch room yelling about the Packers win, jumping up and down, high fiving everyone, out of control. People around him are looking a bit uncomfortable and confused.

MC:

Ok Ok Ok, Principal Fitz, now I know you like the Packers, as do I, but it is unexpected to be yelling in the lunch room about their victory last night. Let's stop and check your Zone.

Mr. Fitzgerald:

I am feeling TRILLED, ECSTATIC, ELATED in the Red Zone. Packers won!! WHOO HOO!

MC:

Our Red Zone feelings are really strong and intense, but we also need to think about what is going on around us. All these people are trying to eat lunch. Some quite honestly don't even like the Packers. Let's ask the kids, is shouting and running around in the lunch room, even if the Packers win, expected or unexpected?

Mr. Fitzgerald:

I get it. So it is okay to have Red Zone feelings, there's no denying how crazy I am for the Pack, but I need to work on being in control of my Red Zone.

Toolbox:

That right and I'm here to help. You can use a tool to help control your Red Zone.

Mr. Fitzgerald (picks out Lazy 8 breathing and Squeeze hands together):

I'm going to try that Lazy 8 breath again. Will you kids help me out? (He leads everyone through Lazy 8 Breathing)

I am also going to squeeze my hands together to help my body slow down. (Demonstrates cupping hands and pushing together for 5 seconds.)

Wow, I am still really pumped about the win, but I feel in control of my feelings, my body and my behavior now.

MC:

Principal Fitz, you did a nice job taking control of your Red Zone.

One thing we learned today is that is perfectly natural to experience feelings in all of the Zones and that all the Zones are OK. Are there any bad Zones?... (NO)

Your right, there are no bad Zones. Sometimes though we need to manage our Zone with tools so we can have fun with others, learn in the classroom, demonstrate the expected behaviors at Hale and keep people around us feeling comfortable!

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