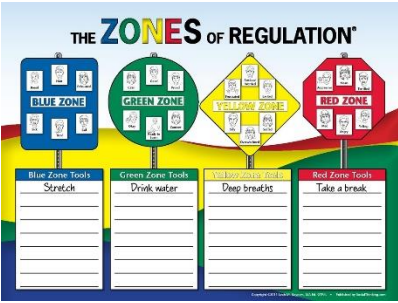


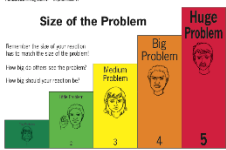
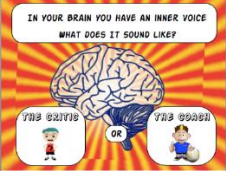





PSHE 2020 – Autumn term 2020 – Zones of regulation – Mrs. Farmery


| Week beginning | Theme | LESSON OUTLINES | Activity |
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| 14 th Sep Lesson 1 Evidence to KA from Year 6 | Zones of regulation – introduction <u>To understand what the zones of regulation are and to begin to understand when I have been in each zones</u> | <p>Introduce the idea of Zones of regulation to the children and explain that this idea is to do with self-regulation; this is our ability to control our actions in response to our emotions. It is about being able to recognise how we feel and to take action to move ourselves from a dangerous red zone where we may lose control. It is also about recognising that it is ok for us to feel ALL of these emotions; the important thing is the ability to recognise what we are feeling, why we are feeling it and to be able to self-regulate.</p> <ul style="list-style-type: none"> • Zones are colours (Blue, Green, Yellow and Red) • Different emotions are classed in different colours • The classification is based on the energy / alertness in the emotion • When energy/alertness is slow, low or down, it is the Blue Zone • When energy/alertness is balanced, okay, alright, it is the Green Zone • When energy/alertness is heightened, up a bit, it is the Yellow Zone • When energy/alertness is extremely heightened, sky high, out of control, it is the Red Zone | <p>Drama activity Place 4 colour hoops on the floor. Ask a child to come to the front of the class as to act out an emotion. What emotion is this? How do you know?</p> <p>Ask the class to name the emotion and explore possible reasons for feeling it. Then ask the actor to walk into the colour hoop they were trying to represent to check the class were correct.</p> |
| 21 st Sep Lesson 2 Evidence to KA from Year 5 | The Blue zone and the Green zone <u>To understand what the blue and green zones are and to understand what emotions fit into each zone</u> | <p>Over the next two weeks, we will be focusing on exploring what it means to be in the blue and green zones. Show the chn the picture of the zones on the teacher ppt and discuss together what the blue and green zones mean. What kind of emotions are in the blue and green zone? What does it feel like to be in that zone? Have you been in that zone today/ this week/ this month? Is that a good zone to be in? If yes, why? If no, why? And what could you do to move yourself from that zone to another?</p> <div style="text-align: center;">  </div> <p>Show the chn https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation and the clip from the film 'Elf' using https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation to help them further explore the blue and green zones.</p> | <p>Chn to make a blue and green cup monster to get them talking about the different types of emotions/actions associated with these two zones.</p> <div style="text-align: center;">  </div> |

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| <p>28th Sep Lesson 3</p> <p>Evidence to KA from Year 4</p> | <p>The Yellow zone and Red zone</p> <p><u>To understand what the red and yellow zones are and to understand what emotions fit into each zone</u></p> | <p>Over the next two weeks, we will be focusing on exploring what it means to be in the yellow and red zones. Show the chn the picture of the zones on the teacher ppt and discuss together what the yellow and red zones mean. What kind of emotions are in the blue and green zone? What does it feel like to be in that zone? Have you been in that zone today/ this week/ this month? Is that a good zone to be in? If yes, why? If no, why? And what could you do to move yourself from that zone to another?</p> <div data-bbox="869 357 1267 657" data-label="Diagram"> </div> <p>Show the chn https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation and the clip from the film to help them further explore the yellow and red zones. Then show 'Hey Warrior' using https://www.youtube.com/watch?v=fzhka72RV30. What zone is explored through this story? What was the part of the brain called that protects us? What emotion does it produce? What can we do to change when we feel anxious?</p> | <p>Chn to make a red and yellow cup monster to get them talking about the different types of emotions/actions associated with these two zones.</p> <div data-bbox="1765 357 2074 539" data-label="Image"> </div> |
| <p>5th Oct Lesson 4</p> <p>Evidence to KA from Year 3</p> | <p>Fingerprint zones</p> <p><u>To know names of emotions/feelings</u></p> | <p>Remind the children of the 4 zones and their colours. Have you been in any of the zones this week? Can you give me some example of when you felt in the blue zone etc? What did you do to either stay in the zone or to get out of the zone? Without naming them, have you seen anyone else in a zone this week? What did they do/ look like/ say/ act like? If you could have given them any advice at that point, what would your advice have been?</p> <p>Today, we are going to create some fingerprint zone characters and label their emotions or how they might be acting. Show the chn the model using: https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation</p> <p>Chn to complete fingerprint activity using 4 different colour paints.</p> <p>EYFS/KS1 may want to do this as a group activity rather than individually</p> | <p>Using paints, ask the children to stamp 4/5 of their fingerprints and, once dry, allow them to draw over the top to make them into little characters. KS2 Extension – ask the children to also label their finger monsters to show their emotion.</p> <div data-bbox="1774 1094 2065 1318" data-label="Image"> </div> |

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| <p>12th Oct Lesson 5</p> <p>Evidence to KA from Year 2</p> | <p>Emotions scavenger hunt</p> <p><u>To recognise facial expressions and body language</u></p> | <p>Show the chn the ‘Emotions Scavenger hunt’ on the teacher powerpoint and think through (without naming anyone) when you may have seen these emotions in other people this week. Play a game with the children where you say show me a _____ face! Show me the body language of someone who is _____! Show me someone who is feeling the opposite of _____!</p> <p>It is really crucial that children understand how to read emotions in other people so that they can read them and recognise them in themselves. Playing games like this frequently will help children who find this harder to begin to recognise these. Ask your TA to do some additional sessions with any pupils (particularly looking out for SEN/Vulnerable children) who find it hard to recognise/ name emotions.</p> | <p>Choose any of the following activities to reinforce recognition of facial expressions:</p> <ul style="list-style-type: none"> - Happy/ sad/ angry photo sort - Emotions and feelings drawing activity - Match the activities to the emotions activity - Emotion board game |
| <p>19th Oct Lesson 6</p> <p>Evidence to KA from Year 1</p> | <p>Calming techniques</p> <p><u>To know breathing techniques to help calm myself down</u></p> | <p>Remind the children of all of the work we have done so far on learning about the zones of regulation. What are the 4 zones? Have you been in any of the zones this week? Why is it important for us to be able to know what someone’s facial expressions are telling us about their mood? Why is it important for us to recognise this in ourselves?</p> <p>When we are in the yellow, blue or red zones, it is important for us to have tools to get back to the green zone. How do you think we might be able to do this? One important way is breathing techniques. When we are angry, our heart rate increases and we breathe faster. Slowing down our breathing can dramatically affect our emotions and therefore our actions. Teach the class the following breathing techniques using: https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation</p> <ul style="list-style-type: none"> - The Six sides of breathing - Lazy 8 breathing - The Calming Sequence | <p>Ask the children to work in pairs or small groups. One is the teacher and teaches the others one of the breathing methods. The others follow their instructions. Repeat with a different ‘teacher’ for all of the methods.</p> <p>What zone am I in?</p>  |
| HALF TERM | | | |
| <p>2nd Nov Lesson 7</p> <p>Evidence to KA from Year 6</p> | <p>Size of the problem</p> <p><u>To understand how to analyse the size of the problem and to try and match my emotional response to that</u></p> | <p>Remind the chn of the work we have been doing on ‘Zones of regulation’ and recap a few of the main points together, using your display to help prompt the children’s memories.</p> <p>Have you ever over-reacted to something? Why do we sometimes over-react? Roleplay a drama scenario where you overact about the classroom door not being shut. Did my response match the situation? Now role play a child giving you a pencil and over-react by gushing about what they have done for you. Did my response match the situation? Explain that in both situations – one positive and one negative- the reactions did not match the same level as the actual event. Explore this idea (using https://www.tes.com/lessons/R28TU-RF7k9zOg/zones-of-regulation for your reference) and help the children understand the importance of trying to make our actions and emotions match what has actually happened.</p> | <p>Ask the children to draw or write some ideas in the different categories using the ‘Size of the problem’ worksheet. Share some of their ideas at the end of the session.</p>  |

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| <p>9th Nov Lesson 8</p> <p>Evidence to KA from Year 5</p> | <p>Inner coach vs Inner critic</p> | <p>Remind the chn of the work we did last week on 'The size of the problem'. The second strategy- to help us self-regulate- is 'Inner Coach vs. Inner Critic'. Explain that we all have an inner voice. Can you hear your inner voice? How do you hear this? Is it a voice or is it you hearing your thoughts? Is it a reading voice inside your head? Recognise that this might be different for different children.</p> <p>With this activity, pupils will think about things their Inner voice says to them. Examples could be from a time they reached for something hot, their responses may be "It's hot", "Be careful", etc. As a class, brainstorm other things our inner voice may say to us and times that it may say it.</p> <p>Discuss that an Inner Coach can put positive thoughts in our head like "Good Job!", "I did it!", "Way to go!" and makes us feel good about situations. Discuss different situations in which our Inner Coach comes out and what our Inner Coach may say to us. For example, when we score a goal or do well on a test. After talking about our Inner Coach, move onto our Inner Critic. Inner Critic is the voice that puts negative thoughts in our head like "You can't do it" or "Don't even try". Discuss different situations in which our Inner Critic comes out and what our Inner Critic may say to us for example when we are trying something new.</p> <p>Discuss the situations in which our Inner Critic may come out and the things our Inner Critic may say we will then prepare ourselves for what we can say back to our Inner Critic like "Go away", "You're not being very nice", "That's not true,", "I'm not listening to that" etc.</p> | <p>Remind pupils that things are going to happen where our Inner Critic may say some things to us but we need to try and make that Inner Critic go away and bring out our Inner Coach to give us positives.</p> <p>Ask children to role play a situation in school where you find £5 on the floor.</p> <p>What does the inner coach say? What does the inner critic say? Who should you listen to? Is the inner coach always right? Is the inner critic always wrong?</p>  |
| <p>16th Nov Lesson 9</p> <p>Evidence to KA from Reception</p> | <p>Superflex vs Superbrain</p> <p><u>To understand that our brain can both help us and hinder us when we come across a problem</u></p> | <p>Remind the children of the lessons we have done on 'The size of the problem' and 'Inner coach vs Inner critic'. Today we are going to learn about a third and final strategy to help us self-regulate. Did you know that a pretend superhero lives inside of us called 'Superflex. He/she is bendable, stretchable and flexible! He helps us "stretch" our minds to think of solutions to our problems.</p> <p>Rock Brain is another character that lives inside of us. He invades our brain and gets us stuck on one problem or thought of how we can do something. Everyone experiences Rock Brain, he is the person that invades our brain when we are stuck on a maths problem and instead of thinking about what we can do to solve the problem we just get stuck and sometimes shut down and not complete our work. Rock Brain usually puts us in the yellow and/or red zone or even the blue zone and at times can make our tiny problem become a huge problem – just like we talked about 2 weeks ago. When Rock Brain invades our brain, we need to signal for Superflex to come along and help us "stretch" our thinking to so we can come up with different solutions and stay in the green zone!</p> <p>Example of Problem: Stuck on a maths problem Rock Brain would: Makes us stay stuck on the problem, shut down, give up, not complete the work, get frustrated, lash out, get sent to the Headteacher and receive a consequence. Superflex would: Could ask for help from the teacher, could ask a friend for help, could ask family for help, could use our maths tools (multiplication chart, number line, etc), skip the problem and come back to it.</p> | <p>Show the chn the pictures of 'Superflex' and 'Rockbrain' on the teacher's powerpoint and ask them to draw their own version.</p> <p>KS2 children could also annotate these to show their 'superpowers' or 'problem causing techniques'.</p>  |

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| <p>23rd Nov Lesson 10 Evidence to KA from Year 4</p> | <p>Triggers</p> <p><u>To understand and begin to identify situations that 'trigger' us</u></p> | <p>Remind the children of the work we did last week about 'Superflex' and 'Rockbrain'. Has anyone experienced either of these this week? Can you tell us about it and how you self-regulated or how you would change the way you dealt with your emotions?</p> <p>It is really important that we know if there are certain things that 'trigger' a strong reaction in us. This could be an emotional reaction or a physical reaction and sometimes triggers can produce irrational reactions. Share some of your own triggers and use a range of serious and funny examples!</p> <p>For Mrs F:</p> <ul style="list-style-type: none"> • Children not saying please and thank-you • Cars cutting me up when I'm driving • Mr Farmery putting baked beans in the fridge without clingfilm! • Tottenham losing • Being hot! <p>Why it is important for us to recognize our triggers as well as why it is important to know other peoples triggers? It is important for us to recognize what our triggers are so that we can use tools to help us calm down and noticing what triggers us will help us get that tool right away or just allow us to stay away from those types of situations/environments. Knowing other peoples triggers is good so that we know ahead of time what makes them upset and we can either help them get a tool when needed to know not to say/do certain things when we are around them. <u>We may need to take action before a trigger is set off! Knowing our own helps us to do this.</u></p> | <p>Give each pupil a 9 x 9 yellow piece of paper that will be their "caution" sign. On this "caution" sign they will list or draw "triggers" or things that push them into the Yellow and/or Red Zones.</p>  |
| <p>30th Nov Lesson 11 Evidence to KA from Year 3</p> | <p>Scenarios</p> <p><u>To make suggestions of how we can regulate our emotions in different situations</u></p> | <p>Today, we are going to think through some scenarios. We will:</p> <ol style="list-style-type: none"> 1. Identify the emotions 2. Think through what actions the people involved could take <p>Show the chn the ppt slide and discuss 'STOP, OPT, GO'. Sometimes, we need to take our time and think through our response to something. We need to stop. We need to think through what we do next. Then we can go.</p> <p>Talk through 'The 6 strategies' and how they may help us to make the best choice in dealing with our emotions:</p> <ol style="list-style-type: none"> 1. Walk away – especially important when they are outside or in a place where they can just remove themselves from the problem 2. Ignore – similar to walking away but more plausible when they are in the classroom or hallway and can't physically move away from the problem | <p>Pupils then get into groups and read problem solving scenarios. As a class, discuss what our first reaction may be then Stop and as a group come up with other options on how to solve the problem. Some options may be ones that they thought of and some options may be from the six strategies. Ask each group to share what they feel like the best option is and why.</p>  |

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| | | <ol style="list-style-type: none"> 3. Ask nicely – we always talk about starting off friendly and asking the person bothering them or causing the problem to stop or do something different 4. Say STOP – if you have tried a friendly approach and they are just not listening, be more firm and say stop so they know you are upset 5. Use an I Message – Say “I feel _____, when you _____. I would like you to _____.” 6. Get an adult - If you’ve tried these and they aren’t working or someone is hurt or in danger, get an adult | | | |
| <p>7th Dec</p> <p>Lesson 12</p> <p>Evidence to KA from Year 2</p> | <p>Idioms</p> <p><u>To write an idiom to describe the 'Zones of regulation'</u></p> | <p>Today is our last PSHE on 'Zones of Regulation'. What have you learnt? How are you doing in coping with and managing your own emotions? We use idioms all the time to describe how we are feeling. Show children the ppt slide and work as a class to decide which idioms describe which Zone and why.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Green Zone Idioms:</p> <p>In seventh heaven</p> <p>I feel ten feet tall</p> <p>On top of the world</p> <p>On cloud nine</p> <p>Blue Zone Idioms:</p> <p>Down in the dumps</p> <p>Why the long face?</p> <p>Feeling blue</p> <p>Under the weather</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Yellow Zone Idioms:</p> <p>Wound up</p> <p>At my wit's end</p> <p>Butterflies in my stomach</p> <p>Woke up on the wrong side of the bed</p> <p>Ants in your pants</p> <p>Red Zone Idioms:</p> <p>Lost my cool</p> <p>Ready to boil , Blow off some steam</p> <p>Coming apart at the seams</p> </td> </tr> </table> | <p>Green Zone Idioms:</p> <p>In seventh heaven</p> <p>I feel ten feet tall</p> <p>On top of the world</p> <p>On cloud nine</p> <p>Blue Zone Idioms:</p> <p>Down in the dumps</p> <p>Why the long face?</p> <p>Feeling blue</p> <p>Under the weather</p> | <p>Yellow Zone Idioms:</p> <p>Wound up</p> <p>At my wit's end</p> <p>Butterflies in my stomach</p> <p>Woke up on the wrong side of the bed</p> <p>Ants in your pants</p> <p>Red Zone Idioms:</p> <p>Lost my cool</p> <p>Ready to boil , Blow off some steam</p> <p>Coming apart at the seams</p> | <p>Ask children to write or draw their own idioms to describe the 4 zones of regulation.</p>  |
| <p>Green Zone Idioms:</p> <p>In seventh heaven</p> <p>I feel ten feet tall</p> <p>On top of the world</p> <p>On cloud nine</p> <p>Blue Zone Idioms:</p> <p>Down in the dumps</p> <p>Why the long face?</p> <p>Feeling blue</p> <p>Under the weather</p> | <p>Yellow Zone Idioms:</p> <p>Wound up</p> <p>At my wit's end</p> <p>Butterflies in my stomach</p> <p>Woke up on the wrong side of the bed</p> <p>Ants in your pants</p> <p>Red Zone Idioms:</p> <p>Lost my cool</p> <p>Ready to boil , Blow off some steam</p> <p>Coming apart at the seams</p> | | | | |
| <p>14th Dec</p> <p>Lesson 13</p> | | <p>Finishing off session</p> | | | |

