ACTIVITY 2

WHAT ZONE AM I IN?

SKILL/S COVERED: Self-regulation
APPROXIMATE TIME NEEDED: 45-50 minutes
AGE GROUP: 6-12 years old

BRIEF INTRODUCTION

This activity uses familiar and easy traffic signs to help the students easily recognize his or her emotions, identify the "zone" they are in, and think about how to move to the "green zone" from any of the other zones. Consequently, it helps students regulate their emotions and increase their positive feelings. The easy-to-identify symbols make understanding the zones simple and intuitive for children, but also for anyone who wants to understand his or her emotions easily and amusingly.

AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK

Activity-based on an idea suggested in the psychology site https://positivepsychology.com/emotion-regulation-worksheets-strategies-dbt-skills/#strategies-emotion-regulation

GOAL: To help students easily and amusingly recognize their emotions and be able to positively reverse or regulate them.

NUMBER OF PARTICIPANTS: All the class members.

Co-funded by the European Union

NECESSARY MATERIALS

- 4 big cards that define the zones: blue for the “Rest Area”, green for the “Go”, yellow for the “Slow”, and red for the “Stop”.
- 24 smaller cards with the possible feelings: 6 blue (Sad, tired, sick, bored, hurt, shy), 6 green (calm, ready to learn, happy, content, relaxed, proud), 6 yellow (silly or wiggly, frustrated, hyper, upset, grumpy, confused), and 6 red (mad, angry, yelling, aggressive, out of control, terrified).
- 18 cards with the tools/suggestions to get in the green zone (Drink water; Count to 10; Take deep breaths; Tense and release; Do wall pushups; Use fidgets; Draw; Write; Talk to an adult; Ask to take a break; Self-talk; Ask to take a walk; Volcano breaths; Do stretches; Listen to music; Lift something heavy; Ask to eat a snack; Think of a calm place).
- Blank cards for the children to write more possible emotions.

DETAILED DESCRIPTION

INSTRUCTIONS

- The students are requested to select one card that describes their emotions at the moment. More students can possibly select the same card. If there is no card that describes their exact emotion, they can write and draw it on a blank card.
- The students are positioned to 4 different stations according to the colour of the card they have chosen. The Rest Area/Blue Zone is where the individual is least energetic or purposeful. The Go/Green Zone (the place you want to be!) is the happy medium and represents positive emotions and a balance between extremes. In the Slow/Yellow Zone, things are getting a bit troubling. Finally, the Stop/Red Zone is the most problematic and has the greater need for change.
- Once the child has identified their emotion and figured out which zone they are in, they are requested to describe their emotions with facial expressions and body moves, and the other students try to determine the emotion displayed.
- After the identification of the emotions, there is a handy list of suggestions to help students get into, or stay in, the Go/Green Zone, including the ways that are described in the 18 cards with the tools/suggestions mentioned above. The students choose the one that suits them better and puts it in practice.
- Once all students have completed the tasks, the class is gathered for a group reflection session. They are encouraged to discuss their experiences during the activity, what they learned about themselves and their emotions, whether or not the suggestions have helped them regulate their negative emotions, and which parts of the activity they found most helpful.

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