

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Zones of Regulation – Lesson 1 Lesson # 1 Date: Sept. 21, 2022

Name: Lacee Smith Subject: PHE Grade(s): 3/4

Rationale:

This lesson is important as many students struggle to regulate their emotions. This lesson introduces how to recognize which emotions correlate with which zones

Core Competencies:

Communication	Thinking	Personal & Social
Communicating <i>Connecting and engaging with others</i> Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.	Critical and Reflective Thinking <i>Reflecting and assessing</i> Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes.	Personal Awareness and Responsibility <i>Self-regulating</i> Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. <i>Well-being</i> Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves.

Big Ideas (Understand)

PHE grade 3:

- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Mental well-being - Describe factors that influence mental well-being and self-identity	<ul style="list-style-type: none"> practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Identify the four Zones of Regulation Identify what types of emotions fit into each 	<ul style="list-style-type: none"> There is no formal assessment in this lesson as this lesson is the first in a longer

zone <ul style="list-style-type: none"> Explain why it is important to understand the zones and one's emotions 	unit.
---	-------

Prerequisite Concepts and Skills:

- None

Indigenous Connections/ First Peoples Principles of Learning:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning requires exploration of one's identity.

Universal Design for Learning (UDL):

Engagement

- Use of videos
- Use of children's media (Inside Out movie)

Representation

- There will be a grid of the zones on the projector

Action and Expression

- Students play a movement game to help learn the zones

Differentiate Instruction (DI):

- Student A who has trouble sitting in their desk may sit in the green chair during the lesson
--

Materials and Resources

Materials

Slides:

https://docs.google.com/presentation/d/1S0Svu8SX55sBlyQNZzsyg9wJ9fiFzm6gp_y1YzFTQ_M/edit#slide=id.g156d6fd0ab9_0_7

Video on the zones of regulation: https://www.youtube.com/watch?v=PGwSu0c_8UU

Video "How is she feeling?": https://www.youtube.com/watch?v=dOkyKyVFnsS&list=PLNf04ZZuGki-452vF_fzh1KAYPsB8c6jz

What zones would I be in if... PDF: file:///C:/Users/lacee/OneDrive/Documents/What-Zone-Would-You-Be-In-If.pdf

Resources

FPPL: <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Which zone would I be in if: <https://learn.hes-extraordinary.com/which-zone-would-i-be-in-if>

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): The teacher will play the introductory video on the zones of regulation.	Students watch the introductory video	7 mins
Body: The teacher will then show the class the poster with the 4 zones and read each emotion per		3 mins

zone. The teacher will then show the second video, "Guessing feelings", and pause after each feeling to get students to guess what the feeling is and what zone that correlates with.	Students guess which zones each feeling goes in to based on the video.	10 mins
Closure: The teacher will take the students outside to play a game of "What zone would I be in if..."	Students run to a different corner depending on which zone they would be in under different circumstances that the teacher will read out.	10 mins
Lastly, the teacher will ask the class why its important to understand one's emotions and identify what zone they might be in.	The students will participate in a class discussion about understanding emotions and zones of regulation.	4 mins

Organizational Strategies:

The teacher will have videos ready to play and click past advertisements prior to lesson.
The teacher will bring the students outside to do the activity portion of the lesson.
The teacher will have coloured paper ready to place on the ground outside where the activity will take place.

Proactive, Positive Classroom Learning Environment Strategies:

The teacher will play Kerplunk for classroom rewards to use as positive reinforcement.
The teacher will rely on a relational approach to classroom management.

Extensions:

Reflections (if necessary, continue on separate sheet):