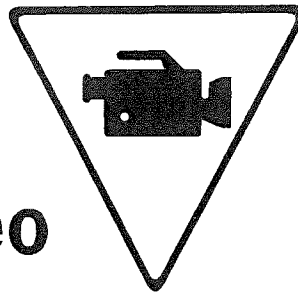


# Lesson 3:

## The Zones in Video



### Goals for this activity

- Students deepen their understanding of The Zones of Regulation and learn to identify the zones in others
- Students gain awareness of how others perceive people in the different zones
- Students learn that one's behavior can change/affect others' feelings and zones
- Students observe movie or television characters' social skills and gain insight into expected and unexpected behaviors

### Materials

- TV with a VCR or DVD player or a computer that can play DVDs or downloaded movies or shows
- Movie, sitcom episode, or cartoon in which characters display many states of alertness and emotions  
Recommended movies:  
**For older students:** *The Outsiders* (Zoetrope Studios)  
**For younger students:** *Charlie Brown* films or TV specials by Charles Schultz or *Finding Nemo* by Disney  
It's great to use video clips with which you are already familiar. Avoid using movies or shows that the students are obsessed with so that they can stay focused on emotions, facial expressions, etc.  
**It is critical that you prescreen all media clips to avoid showing clips with inappropriate language or situations.**
- A set of Popsicle craft sticks or cards in the four colors of zones for each student

### Overview

In this activity, students view video clips and identify zones in the characters who are portrayed. It is intended to help students become more skilled in identifying emotions and zones in other people. It also allows students to grasp that everyone experiences the different zones; it's not just them. You can also use the clips to point out how one character's behavior is viewed by others to teach viewing things from different perspectives and the concept of expected and unexpected behavior. Before students can correctly identify the zones in themselves, they must be able to recognize the zones in others.

### Preparation

Now that you are prepared to integrate the above strategies, you can get ready to do this video activity with students.

- Cue up the movie or TV show episode and distribute one set of color-coded sticks or cards to each student.
- Write the schedule on the board:
  1. Lead-in
  2. Watch show (pausing several times)
  3. Wrap-up

### Lead-in

1. Elicit the students' insights into their awareness of their own behaviors around others by asking:  
*Have you ever considered how the zone you are in can impact other people who are nearby?*
2. Review the goals of the activity with the students.

### Activity

1. Explain to students that they will watch a part of a movie or show that you will pause numerous times to discuss what zone the different characters are in.
2. Start playing the video. Each time you pause the playback, ask the students to raise the colored stick or card that represents the appropriate zone. Evaluate if students are able to correctly identify people in the different zones by observing if they hold up the correct color. If there is no consensus among the colors raised, open a discussion on why the students raised the different colors. Through dialogue, see if students

present good arguments to back their color choice. Check for understanding and clear up misconceptions.

3. When appropriate during the show, pause the video and raise questions to allow students the opportunity to reflect on the behavior of the characters:
  - *What kind of thoughts do others have when the character is in the Red Zone (“good thoughts” vs. “uncomfortable thoughts”)?*
  - *How do others react to the character?*
  - *Is the way he or she acts when in the Yellow Zone “expected” for the situation?*
  - *Is the character able to interact with others as successfully when he or she is in the Red or Yellow Zone as when the character is in the Green Zone?*
4. Point out an “unexpected” behavior and how it changed the way others felt (or how it changed their zone).

## Wrap-up

Once your group has watched the portion of the movie or episode, lead the class in a discussion using the following questions to assess understanding:

- *How did the characters get along with each other when they were in the different zones?*
- *What were others thinking about them when they were in the Yellow or Red Zone and it was unexpected?*
- *In which zone were the characters most successful?*
- *What did people think of them when their zone was expected?*
- *In what zone do you feel you get along best with others or are most successful?*

If students don't point it out, stress that the characters were more likely to have positive interactions when they were in the Green Zone. Emphasize that they can perform better when they can remain calm and focused. Talk to students about how other people may perceive their behavior as disruptive or inappropriate in the Yellow Zone, even though *they* (the students) may not.

