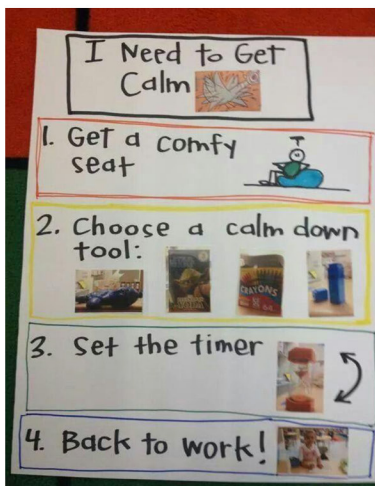




# ZEN ZONE PROTOCOLS



This protocol should be pre-taught in the same way that we teach expectations and routines. Some things to consider for teaching:



## WHY THIS IS IMPORTANT

When students are elevated (in survival or emotional brain state), they need a space that is safe and calm to reset to get into the executive brain state for optimal learning. It gives the students the agency over their own feelings. Helps brain calm down, to allow students to process more effectively. Helps in creating a supportive and safe school climate.



## WHAT IT FEELS LIKE

- Students desire and seek this space to reset and self-reflect, and do not see it as a consequence.
- Students feelings are being acknowledged.
- Students feel safe and supported.
- Student autonomy



## WHAT IT LOOKS LIKE

- Students using SEL cards to identify the current state of emotions
- Calming and inviting private space
- Clean, spacious and organized
- Sensory oriented activities



## MATERIALS NEEDED

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|---|---|
| <ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Fabric</li> <li>• SEL cards</li> <li>• Timer: Hourglass</li> <li>• Natural barrier for privacy</li> <li>• Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Procedure Poster</li> <li>• Mirror</li> <li>• Stress/squishy ball</li> <li>• Soundbox with earphones</li> <li>• Yoga pose cards</li> <li>• Pom pom counting box</li> <li>• Plants</li> </ul> |
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## STUDENT GUIDE: HOW TO USE THE SPACE

- Get timer from teacher
- Go to the zen zone quickly and calmly
- Choose cards to show how you are feeling
- Pick two strategy cards you could use to feel better
- Choose a card to show how you are feeling
- Check the time
- Determine if you are ready to come back to be part of your learning community
- Come back quietly and rejoin the group's work

## TEACHER ROLES:

- Teachers calm down first (ensure you are self-regulated before engaging)
- Teachers realize their own triggers
- How to implement the zen zone - student expectations
- Talk about, model, and let students practice using the space
- Using a timer (during and after use)
- Following zen zone procedures
- Using SEL cards (to calm and refocus)
- Being safe with materials in the zen zone
- Teach other students to leave a student in the zen zone alone and continue their work.
- When the student returns to learning they should receive a warm, positive welcome when transitioning back into classwork. Welcoming a student can give a brief overview of the current activity and help student gather necessary materials to re-engage.
- Ex: "Glad to see you back \_\_\_\_\_ (students name)! We were just working on Lexia, go ahead and take your seat and I can come help you in a minute if you need it."
- The teacher should look for signs of positive student behavior and praise them as much as possible during this transition time

