

# The ZONES of Regulation®



**With Ms. Charnock  
Monday 24th May 2021**

## AIMS:

- **Overview of self-regulation**
- **To understand how ‘The Zones of Regulation’ works**
- **Self-regulation tools**
  - Calming techniques
  - Thinking strategies
  - Sensory supports



## DEFINITION OF SELF-REGULATION:

**“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”**

**Jude Nicholas**

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation



## WHY IS SELF-REGULATION IMPORTANT?

**Life is 10% what happens to us and 90% how we react to it.**

Charles Swindoll

- Research has found that higher academic achievement is more likely when interventions include self-regulation components.



- Typically, children who can self-regulate will turn **into teens who can self-regulate.**

## A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation.

*(Executive Functions)*



- cheer themselves up after a disappointment.

*(Emotional Regulation)*



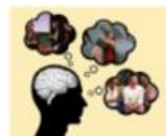
- knows when they are experiencing sensory overload and can make adjustments.

*(Sensory processing)*



- Understands when it is appropriate to cheer and shout and when to be quiet.

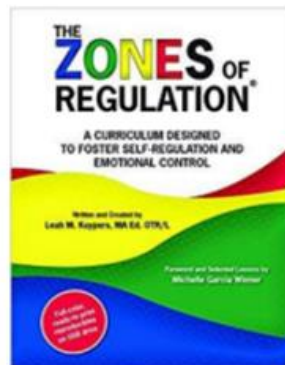
*(Social cognition)*



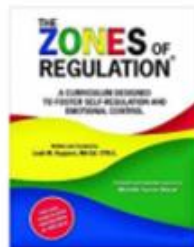
# WHAT ARE THE **ZONES** OF REGULATION®?

## Teaches students:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



# WHY TEACH THE ZONES OF REGULATION®?



- Provides a **common language** to discuss emotions – a language that is non-judgemental.
- The Zones of Regulation is **simple** for children to understand but is helpful for all!
- The Zones **teach healthy coping and regulation strategies.**













- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).



# The **ZONES** of Regulation®

			
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Blue  
Zone



Green  
Zone



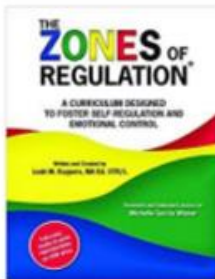
Yellow  
Zone



Red  
Zone

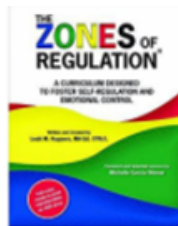


## KEY POINTS:



- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. *"It's OK to be angry but it is not OK to hit..."*
- You can be in more than one Zone at a time (eg. sad AND angry).

## KEY POINTS:



- If your child is confidently using words to describe their emotions, they don't need to revert to Zones language HOWEVER it is useful for them to know the strategy groups that will help them.

*Eg. sick or tired = blue zone strategies*



Deep inside everyone a Red Beast lies sleeping.

If your child is in the Red Zone...

- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. “Wonder if this strategy would help...?”

# Blue

## Low Energy

The **Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.





# Green

## Just right

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help students be successful in the classroom.

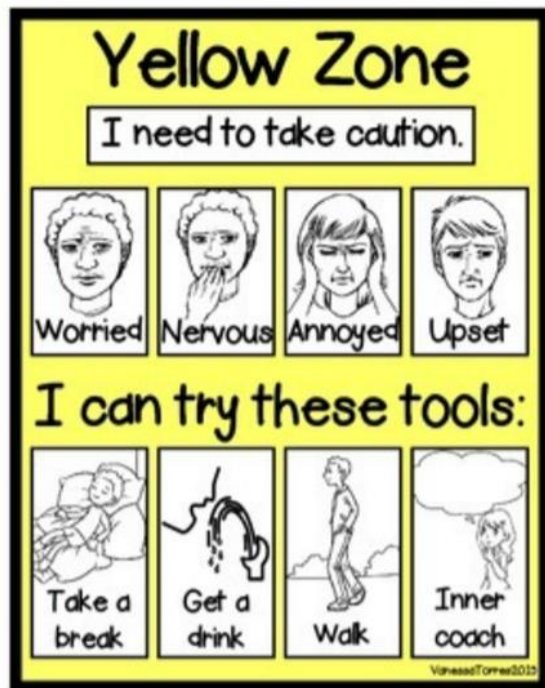




# Yellow

## High energy / loss of control

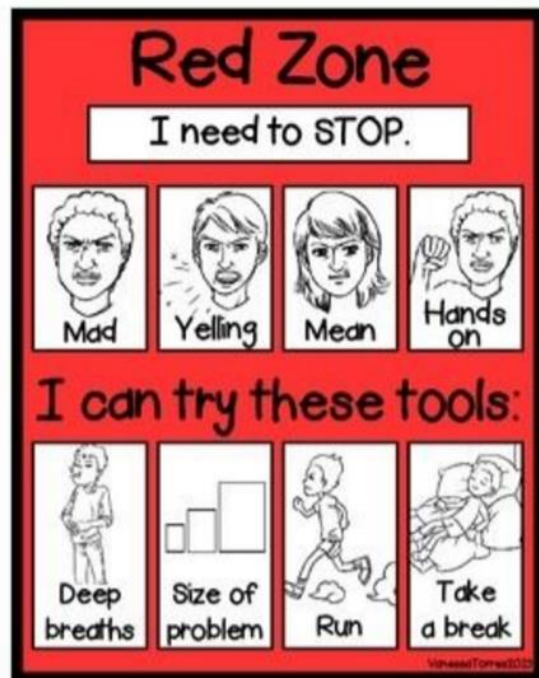
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



# Red

## Out of Control

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.



## **BLUE ZONE**

Describes low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

**REST AREA**

## **GREEN ZONE**

Describes a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

**GOOD TO GO!**

## **YELLOW ZONE**

Describes a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness and many more slightly elevated emotions and states when in this zone.

**SLOW DOWN**

## **RED ZONE**

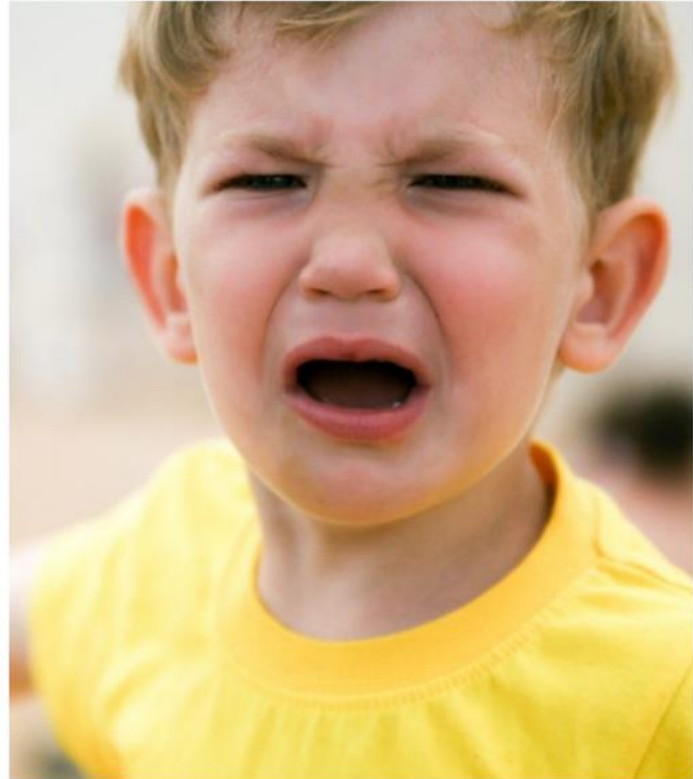
Describes extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone.

**STOP**

# Red Zone Moments

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- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student's feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder
- Designated safe spot
- Avoid power struggles
- Teach all tools in a calm regulated state







# Expected and Unexpected Behaviours

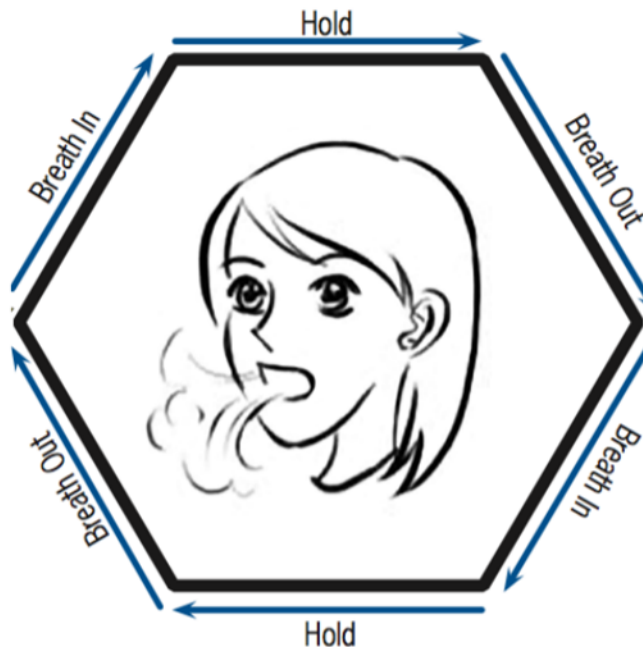
- **Expected behaviours** are the behaviours that give people around you good or comfortable thoughts about you.
- Classroom rules are the expected behaviors in the classroom and are taught consistently.
- **Unexpected behaviours** are the behaviors that give people uncomfortable thoughts about you.
- It is important to teach children about how unexpected behaviors can affect their learning, as well as the learning of others.



# Tools and Strategies

- Children can develop a toolbox, which is a collection of **personal** strategies a student can pull from depending on the present need.
- Calming or alerting techniques that help the student in regulation.
- Stop, Opt, Go concept to help control impulses and problem solving better solutions..

## The Six Sides of **Breathing**





# UNDERSTANDING ZONE TOOLS:



**Blue Zone tools:** help wake up our bodies, feel better and regain focus.

**Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.

**Yellow Zone tools:** help us regain control and calm ourselves.

**Red Zone tools:** help us stay safe and start to calm down.

**Pick 2/3 for each Zone (depends on child).**



## Zones Toolbox Visual

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch	Drink Water	Inner Coach	Talk to Someone
Rest	Read	Talk to Someone	Inner Coach
Exercise	Healthy Eating	Deep Breathing	Listen to Music
Listen to Music	Write in Journal	Take a Break	Size of the Problem
Talk It Out	Gratitude	Flexible Thinking	Deep Breathing
Inner Coach	Exercise	Size of the Problem	Find a Friend
Chair Push Ups	Practice Mindfulness	Fidget Tools	Count to 10
Drink Water	Spend Time in Nature	Chair Push Ups	Take a Break/Safe Spot

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## ZONES of Regulation Tools

When I am in this

Zone...

I can use these tools:

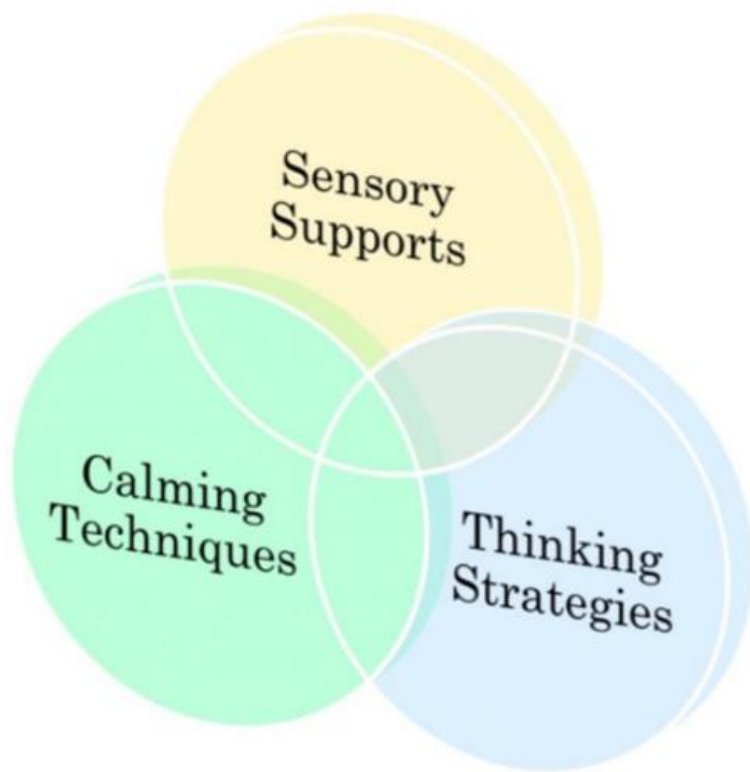
<b>Blue Zone</b>  SAD Tired	<ul style="list-style-type: none"> <li>Take a break</li> <li>Think positive/happy thoughts</li> <li>Talk about your feelings</li> <li>Write or draw in a journal</li> <li>Listen to music</li> <li>Ask for a hug</li> <li>Try something kind to yourself</li> <li>Cuddle or play with your pet</li> </ul>	<ul style="list-style-type: none"> <li>Use an "I-statement"</li> <li>Take a nap</li> <li>Try an online yoga class</li> <li>Take some deep breaths</li> <li>Enter a gratitude list</li> <li>Exercise (like ride or walk)</li> <li>Call a friend</li> <li>Ask for help</li> </ul>
<b>Yellow Zone</b>  Calm Frustrated	<ul style="list-style-type: none"> <li>Count to 10</li> <li>Take deep breaths</li> <li>Squeeze a stress ball</li> <li>Use a calming jar</li> <li>Stretch and release muscles</li> <li>Talk to a trusted adult</li> <li>Use positive self-talk</li> </ul>	<ul style="list-style-type: none"> <li>Watch a funny video</li> <li>Do something else</li> <li>Jump, dance, or run</li> <li>Listen to my bestie catch</li> <li>Take a break</li> <li>Write, draw, or talk about it</li> <li>Listen to music</li> </ul>
<b>Red Zone</b>  Frustrated Angry	<ul style="list-style-type: none"> <li>Stop what you are doing</li> <li>Take a break</li> <li>Walk away</li> <li>Count to 10</li> <li>Take deep breaths</li> <li>Ask for help</li> <li>Get a drink of water</li> </ul>	<ul style="list-style-type: none"> <li>Do something else</li> <li>Try jumping jacks or push-ups</li> <li>Squeeze a stress ball</li> <li>Listen to music</li> <li>Write or draw how you are feeling</li> <li>Think of something that makes you happy</li> </ul>
<b>Green Zone</b>  Happy Excited	<ul style="list-style-type: none"> <li>Do something kind</li> <li>Use an "I-statement"</li> <li>Take a break</li> <li>Help others</li> <li>Practice self-care</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Get enough sleep each night</li> <li>Eat healthy</li> <li>Exercise every day</li> <li>Use a calendar to stay organized</li> <li>Complete homework</li> <li>Ask for help</li> </ul>

## COPING TOOLS: What Helps Me

<input type="checkbox"/> Read A Book or Magazine <input type="checkbox"/> Hug or Climb a Tree <input type="checkbox"/> Journal or Write a Letter <input type="checkbox"/> Use Kind & Compassionate Self-Talk <input checked="" type="checkbox"/> Make a Collage or Scrapbook <input type="checkbox"/> Rest, Nap or Take a Break <input type="checkbox"/> Go on a Hike, Walk or Run <input type="checkbox"/> Take Good Care of the Earth <input type="checkbox"/> Drink Water <input type="checkbox"/> Play a Board Game <input type="checkbox"/> Do Something Kind <input type="checkbox"/> Make and Play with Slime <input type="checkbox"/> Discover Treasures in Nature <input type="checkbox"/> Take a Shower or Bath <input checked="" type="checkbox"/> Exercise <input type="checkbox"/> Drink a Warm Cup of Tea <input type="checkbox"/> Forgive, Let Go, Move On <input type="checkbox"/> Practice Yoga or Do Yardwork <input type="checkbox"/> Garden or Do Yardwork <input checked="" type="checkbox"/> Jump on a Trampoline <input type="checkbox"/> Cuddle or Play with Your Pet <input type="checkbox"/> Practice Gratitude <input type="checkbox"/> Do a Puzzle <input type="checkbox"/> Blow Bubbles <input type="checkbox"/> Smile and Laugh	<input checked="" type="checkbox"/> Ride a Bike or Skateboard <input checked="" type="checkbox"/> Create Origami <input type="checkbox"/> Cook or Bake <input type="checkbox"/> Ask for Help <input checked="" type="checkbox"/> Talk to Someone You Trust <input type="checkbox"/> Weave, Knit or Crochet <input type="checkbox"/> Build Something <input type="checkbox"/> Get a Hug <input type="checkbox"/> Visualize a Peaceful Place <input type="checkbox"/> Stretch <input checked="" type="checkbox"/> Make Art <input type="checkbox"/> Use Positive Affirmations <input type="checkbox"/> Take Slow, Mindful Breaths <input type="checkbox"/> Clean, Declutter or Organize <input type="checkbox"/> Use Aromatherapy <input type="checkbox"/> Cry <input type="checkbox"/> Try or Learn Something New <input type="checkbox"/> Listen to Music <input checked="" type="checkbox"/> Use a Stress Ball or Other Fidget <input type="checkbox"/> Get Plenty of Sleep <input type="checkbox"/> Kick, Bounce or Throw a Ball <input type="checkbox"/> Take or Look at Photographs <input type="checkbox"/> Eat Healthy <input checked="" type="checkbox"/> Play Outside <input type="checkbox"/> Sing and/or Dance
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## TOOLS FOR SELF-REGULATION



# SENSORY STRATEGIES



## SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

# SENSORY TOOLS



Could you have a sensory box at home?

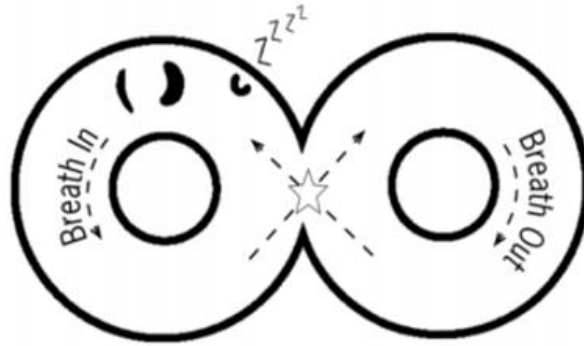


# CALMING STRATEGIES

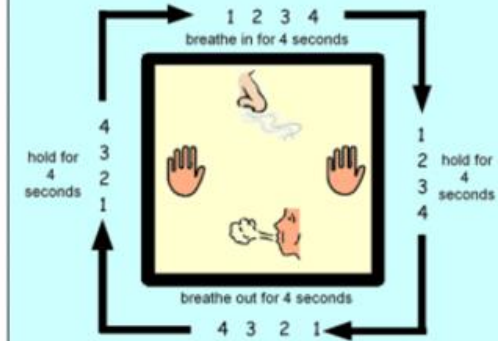




## Lazy 8 Breathing



## SQUARE BREATHING



## The Six Sides of Breathing



MINDFUL  
BREATHING

# COUNTING

- **Forward and backward**
- **Count objects**
- **Count colours**
- **Count breaths**
- **Count pulse**



# CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



# THINKING STRATEGIES

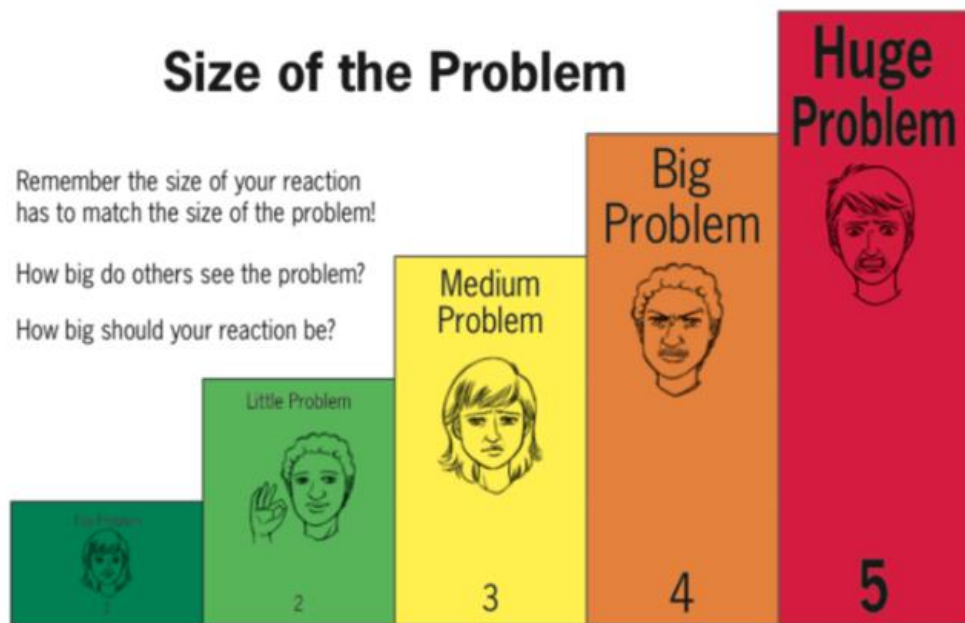


## Size of the Problem

Remember the size of your reaction  
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



**-SIZE OF THE PROBLEM LEARNING STARTS IN YEAR 2.**

**-YEAR 3 – 6 EXPLORES EXPECTED AND UNEXPECTED REACTIONS... MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.**

# WHAT CAN I SAY TO MYSELF?

## INSTEAD OF...

I'M NOT GOOD AT THIS

I'M AWESOME AT THIS

I GIVE UP!

THIS IS TOO HARD

I CAN'T MAKE THIS ANY  
BETTER

I CAN'T DO MATH

I MADE A MISTAKE

I'LL NEVER BE AS SMART  
AS HER

IT'S GOOD ENOUGH

## TRY THINKING...

-WHAT AM I MISSING?

-I'M ON THE RIGHT TRACK

-I'LL USE SOME OF THE  
STRATEGIES I'VE LEARNED

-THIS MAY TAKE SOME  
TIME AND EFFORT

-I CAN ALWAYS IMPROVE;  
I'LL KEEP TRYING

-I'M GOING TO TRAIN  
MY BRAIN IN MATH

-MISTAKES HELP ME  
IMPROVE

-I'M GOING TO FIGURE OUT  
WHAT SHE DOES AND TRY IT

-IS THIS REALLY  
MY BEST WORK?

## INNER COACH VS INNER CRITIC



## Other helpful ideas...





# Mindfulness practice

**Mindfulness** meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander.



# Mindfulness

Breathing:

<https://copingskillsforkids.com/deep-breathing-exercises-for-kids>

Activity ideas:

<https://parentswithconfidence.com/25-mindfulness-practices-for-kids-who-cant-sit-still/>



Headspace:

<https://www.headspace.com/mindfulness/activities-for-kids>

Cosmic kids:

<https://www.youtube.com/watch?v=xUUq0HuSLS0>

FuzzyBee:

[https://www.youtube.com/channel/UCLKSG4f\\_x8FrI5cGO\\_jL8CQ](https://www.youtube.com/channel/UCLKSG4f_x8FrI5cGO_jL8CQ)

# BREATHING EXERCISES FOR KIDS

## BACK TO BACK BREATHING



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

## TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply though your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

## ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

## BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

# CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?  
Are you calm or would you  
like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.

Keep going until you have finished tracing your hand.

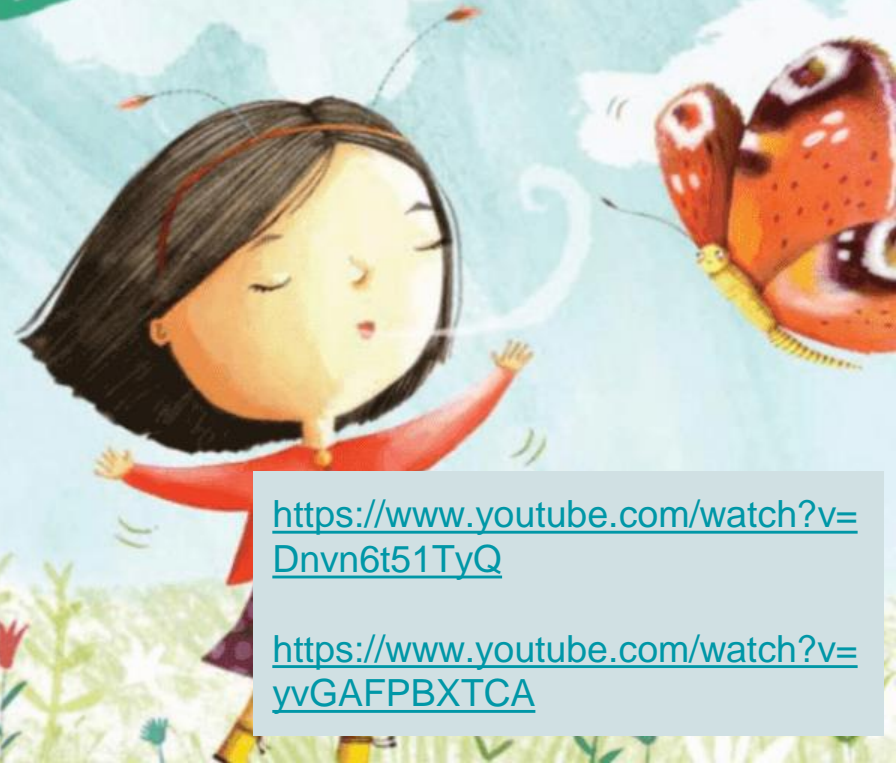
# A Alligator Breath

Open your arms wide like alligator jaws on the in-breath. Snap them shut on the out-breath.



# B Butterfly Breath

Spread your arms like beautiful butterfly wings on the in-breath, and let them flap gently on the out-breath.



<https://www.youtube.com/watch?v=Dnvn6t51TyQ>

<https://www.youtube.com/watch?v=yvGAFPBXTCA>



## Yoga for self-regulation



<https://cosmickids.com/>

<https://yogawithadriene.com/yoga-for-kids/>

<https://www.youtube.com/watch?v=X655B4lSakg>

## CALM DOWN YOGA FOR KIDS



**I am strong.**



**I am kind.**



**I am brave.**



**I am friendly.**



**I am wise.**



# Books

Doc -

<https://www.zonesofregulation.com/zones-book-nook.html>








## The ZONES of Regulation Book Nook



Hi Zones Community! One of our most common questions is children's book recommendations to introduce/reinforce concepts from *The Zones of Regulation* (Kuypers, 2011). Here is a list of books recommended by both our staff and our many friends on social media. Disclaimer: We have not read each and every book on this list, so please read for yourself before reading with your students. Some books have a Zones color next to them if they work well with a specific Zone. Most work with a wide range of Zones and concepts from the curriculum. (Most recent update: 3/18/21)

\*If you are PRINTING this list, you may want to download as a PDF first for better margins.

**Have a recommendation?** Fill out our survey, and we'll add it to the list: [Zones Book Survey](#)

	Title, Author	Cover	Recommended by- description
1	"Chrysanthemum" by Kevin Henkes 		Sarah Burke (Kindergarten inclusion teacher from Boston, MA) <i>"I use this book (and many other books by Kevin Henkes) when I'm teaching about the blue zone. The main character is teased by her classmates about her name which makes her feel sad. Her parents help her to feel better and get into the green zone."</i>
2	"What Should Danny Do" by Ganit and Adir Levy    		Adina (School social worker from Michigan) <i>"I have my students tell which zone each character is in, at different parts of the book. I also ask them to notice how the choices the characters make throughout the book (positive or negative), impacts which zone they move to."</i> Susan Bertke (Kindergarten teacher from Ft. Recovery, OH) <i>"I use it to teach students about how the choices they make can affect the way their day goes. The book has 9 different endings, depending on</i>





- Imagine you have a wand of bubbles. When you breath out be careful not to pop it.
- Place one flat palm on your heart one flat palm on your tummy.
- Breathe in through your nose and hold your breath for 5 seconds.
- Breathe out a large bubble through pursed lips, blow out and hold for 5 seconds



- Sit on the floor with your legs crossed or in a chair with your feet flat on the floor.
- Push onto the chair or the floor with flat palms. Count for between 5 and 10 seconds.
- Push your bottom up from the floor or chair and hold for between 5 and 10 seconds.



- Put one palm up and one palm down (Both facing each other)
- Touch fingertips together (Except thumbs) and pull them apart as hard as you can.
- Hold for between 5 and 10 seconds.



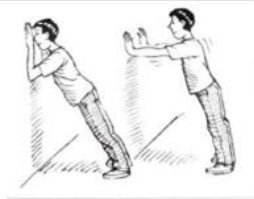
- Using the thumb of one hand press firmly around the palm or the other hand.
- Starting with one thumb push along the palm of the other hand 5 to 10 times.
- Repeat with other palm.



- Cross arms in front of you far enough to bring your palms almost to your sides.
- Squeeze your arms and hold for 5 to 10 seconds.



- Chair press up
- Grip the side of your chair
- Try to lift your bottom off the seat
- Focus on breathing out and then in whilst you count
- Do 3 sets



- Wall press up
- Stand arms distance from a wall
- Place hands on wall at shoulder height
- Slowly bend arms until elbows touch the wall
- Slowly push with arms until you are upright again
- Focus on breathing in and out in time to your movements.

## HOW CAN I SUPPORT THE ZONES OF REGULATION?

- Identify your own feelings using Zones language in front of your child (e.g. "I'm frustrated, I am in the yellow zone")
- Provide positive reinforcement when your child is in the Green Zone and if they make efforts to stay in the Green Zone. Eg. "I can see you are working really hard to stay in the Green Zone by..."
- Talk about what tool you will use to be in the appropriate Zone (e.g. "I'm going to go for a walk, I need to get to the green zone")
- Label what zones your child is in throughout the day (e.g. "You look sleepy, are you in the blue zone?")
- Teach your child which Zones tools they can use (e.g. "It's time for bed, let's read a book together in the rocking chair to get to the blue zone.")
- Post and reference the Zones visuals and tools in your home

# PLAY GAMES

## “Feelings Charades”

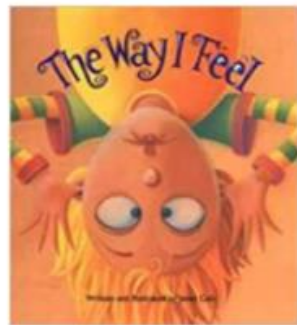
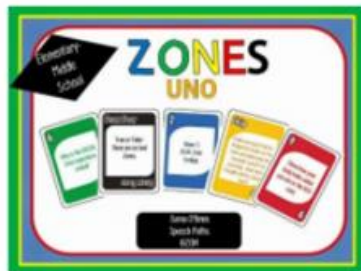
Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other's emotion, discuss which zone it's in and why. (Added challenge: Name a tool you could use when feeling that emotion).

## “Name that feeling”

- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).

## Read ‘The Way I Feel’

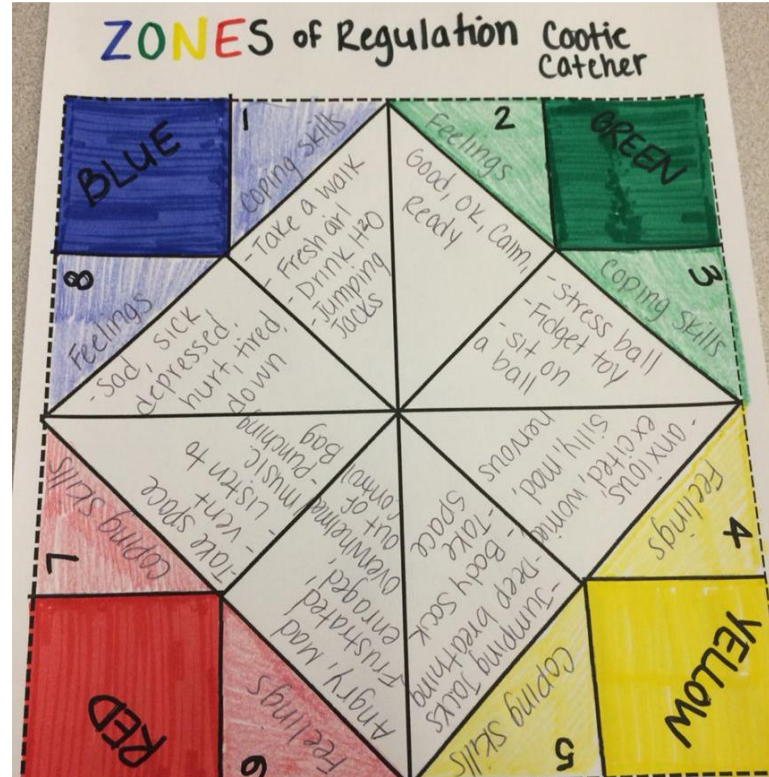
## “Zones Uno”



## Learn the song!

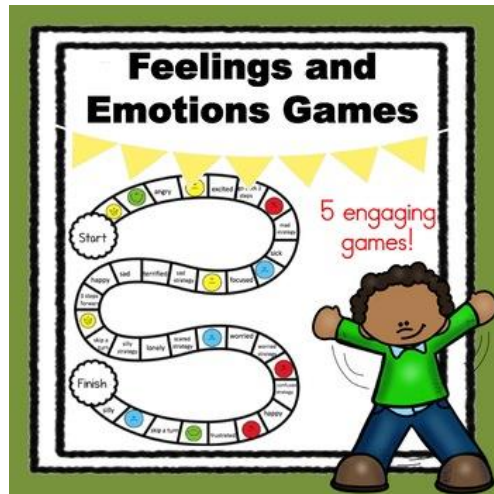
<https://www.youtube.com/watch?v=VnI3GeTkMa4>

## Activities linked to Zones





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<b>THE ZONES OF REGULATION</b> <small>© Emotional Learning</small>		
		Someone just got bullied on the playground. How might they feel? What might they look like? What ZONE are they in?
		Someone is rushing to class and dropped their things. How might they feel? What might they look like? What ZONE could they be in?
		Someone just finished all their work. How might they feel? What might they look like? What ZONE are they in?
		There is a substitute teacher in class today. How might students feel? What might they look like? What ZONE could they be in?
		It is really loud in the cafeteria. How might students feel? What might they look like? What ZONE could they be in?
		Students just found out there will be testing tomorrow. How might they feel? What might they look like? What ZONE could they be in?

# The Zones of Regulation links

## **Website:**

<https://www.zonesofregulation.com/index.html>

## **YouTube channel:**

[https://www.youtube.com/channel/UCGM\\_E5PoVysIknJlrW0vaqA](https://www.youtube.com/channel/UCGM_E5PoVysIknJlrW0vaqA)

**Webinar:** <https://www.socialthinking.com/online-training/on-demand/webinar-zones-of-regulation>

## **Other helpful websites:**

<https://www.socialthinking.com/>

<https://hes-extraordinary.com/the-zones-of-regulation>

[https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=the%20zones%20of%20regulation&eq=the%20zones%20of%20re&etslf=5297&term meta\[\]=the%20zones%20of%20regulation%7Cautocomplete%7C0](https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=the%20zones%20of%20regulation&eq=the%20zones%20of%20re&etslf=5297&term_meta[]=the%20zones%20of%20regulation%7Cautocomplete%7C0)





thank  
you