



C1 – What is Regulation?



I Regulate Myself

10–25 Minutes
Individual

Show how you regulate different feelings.

MATERIALS:

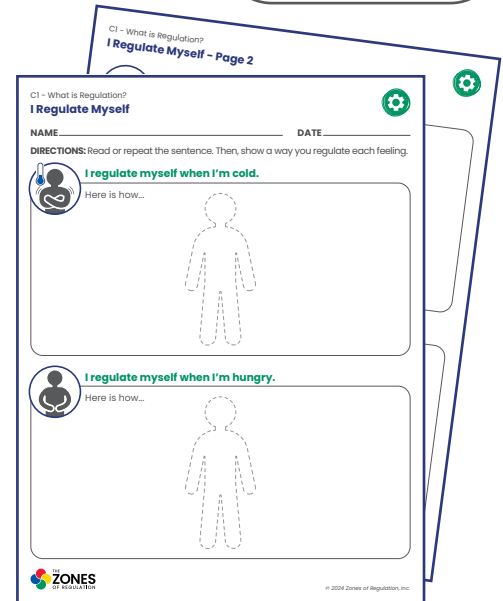
- *I Regulate Myself* handout (one per learner – 2 pages)

LEADER GUIDANCE:

1. Read directions on the handout aloud. Remind learners that to regulate means to adjust, manage, or control something so it works well.
2. Read each sentence about regulation, prompting learners to read along and/or repeat after you to practice using the word 'regulate' in a sentence.
3. Encourage learners to show how they regulate each feeling/sensation in a way that is most accessible for them. For example, draw, cut out picture/glue, say, or act it out.
4. If learners need some ideas for ways to regulate, review some of the actions they learned about in the Interactive Presentation.
5. These pages could be cut and stapled together to make a mini-book. **Optional:** Add pages by having learners show ways they regulate other feelings/sensations, such as hot, thirsty, or angry.

LEARNER REFLECTION:

- Think about your daily life, which of these things do you regulate every day?
- Which feeling might be hardest to regulate? Why?





NAME _____

DATE _____

DIRECTIONS: Read or repeat the sentence. Then, show a way you regulate each feeling.



I regulate myself when I'm cold.

Here is how...



I regulate myself when I'm hungry.

Here is how...





I regulate myself when I'm tired.

Here is how...



I regulate myself when I'm sad.

Here is how...

