



C1 – What is Regulation?



Regulate the Robot

15–20 Minutes
Small Group

Pretend to be a robot that is controlled, or regulated, by your partner.

MATERIALS:

- *Regulate the Robot* handout (one per group)
- Pencil

LEADER GUIDANCE:

1. Divide learners into pairs.
2. Distribute and read aloud the *Regulate the Robot* handout.
3. Demonstrate how to use a pencil on the regulation dial to adjust the speed of the robot, placing the eraser of the pencil on the dot in the bottom center and moving the top of the pencil from left to right to adjust the speed.
4. Explain that learners will take turns being the “regulator” and “robot.” The regulator chooses a situation for the robot to act out and “controls” their movement speed on the dial. Which speed helps them be successful in each situation? Ask volunteers to demonstrate, if needed.
5. Support learners in getting started, prompting them to think of their own situations to add to their handout.

ALTERNATIVE ACTIVITY: Do this as a whole group with the *Meter*, found in the Zones Visuals section.

LEARNER REFLECTION:

- When you were the robot, how did regulating speed effect your ability to do some of the activities and jobs?
- Think about one of the times you were a robot, what speed worked well for you to do the activity or job?

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DIRECTIONS: Take turns pretending to be a robot that is controlled, or regulated, by your partner using the dial. Decide which speed works well to do each activity successfully. Here are some ideas to act out and regulate:

Your Ideas:

Going to bed	
Escaping a bear chasing you	
Eating lunch	
Combing your hair	
Riding a bike	

The regulation dial is a semi-circle with four segments labeled OFF, LOW, MEDIUM, and HIGH. A pencil is shown with its eraser at the bottom center and its tip pointing towards the MEDIUM segment.

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