



C1 – What is Regulation?



Regulating My Superpower

15–20 Minutes
Individual

Pretend you have a superpower that you can regulate.

MATERIALS:

- *Regulating My Superpower* handout (one per learner)
- Crayons or markers

LEADER GUIDANCE:

1. Brainstorm different superpowers or abilities as a group.
For example: *super speed, super strength, flight, invisibility.*
2. Each learner chooses a superpower or ability they would like to have. (It's okay if more than one person selects the same superpower.)
3. Distribute and read aloud the *Regulating My Superpower* handout, and have learners complete the different sections.
4. Learners can share their completed handout with a partner.

LEARNER REFLECTION:

- What situations or jobs would need your superpower to be at a low, medium, or high level?
- Why is it helpful to regulate your superpower?


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NAME _____ DATE _____

My Superpower is: _____

(For example: speed, strength, size, hearing, vision, or your own idea.)

Describe or draw a time you would use your ability at a Low Level.	Describe or draw a time you would use your ability at a Medium Level.	Describe or draw a time you would use your ability at a High Level.
My low level works best because _____	My medium level works best because _____	My high level works best because _____

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NAME _____ DATE _____

My Superpower is:



(For example: speed, strength, size, hearing, vision, or your own idea.)

Describe or draw a time you would use your ability at a **Low Level.**

My **low** level works best because

Describe or draw a time you would use your ability at a **Medium Level.**

My **medium** level works best because

Describe or draw a time you would use your ability at a **High Level.**

My **high** level works best because