



# Concept 1 Presentation Guide

## What is Regulation?



### INTRODUCTION AND HOOK

#### SLIDE

#### INSTRUCTIONS

##### Learning Targets



Have learners repeat these targets out loud. Circling back to these targets throughout the lesson will help them master and retain the information.

##### Key Vocabulary

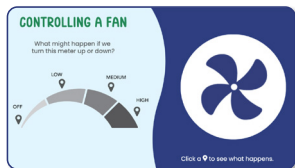


Preview and post vocabulary as needed.

Use this pre-teaching vocabulary routine:

- Say each word aloud in call and response.
- Access prior knowledge: *What do you think the word \_\_\_\_\_ means? How have you heard it used before?*
- Share the definitions on the back of the cards.
- Share the following sentences:
  - *When I'm hungry, I regulate by eating a snack.*
  - *Getting enough sleep is good for my well-being.*
  - *Dancing is a behavior you might see when I'm happy.*
- Show the icon and discuss how it relates to the vocabulary word.

##### Controlling a Fan



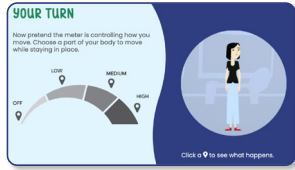
Discuss the question on the slide. Possible answer: when you move the meter to the right, the blades of the fan go faster.

**Alternative Activity:** Bring in an electric fan or find an object in the room that is controlled by a meter, such as a thermostat or dimmer switch for lights, or an object that toggles or has buttons, such as the volume on a computer or tablet.

## SLIDE

## INSTRUCTIONS

### Your Turn



Gradually move the meter up and have the learners slowly start to move their body parts. As you turn the meter up, learners can start moving their body faster. Learners can have fun taking turns moving the meter up and down and changing their speed accordingly.

### Alternative Activity:

- Construct the [Meter](#) found in the Zones Visuals section of Concept 1, then use it with directions above.
- Practice this activity outside or in a large space where learners can safely run and jump.



## CORE LESSON

### What is Regulation?



### Scaffolding Learning:

Model using the word “regulate” in a sentence such as, *It’s hot in here, so let’s regulate this fan to cool down the room.* Invite learners to define “regulate” in their own words or language.

### Regulation in Action: Using a Sink



Ask: *How do we regulate water temperature?* Possible answer: By using the faucet handles, you can make it cold, warm, or hot.

Explain that there are no right or wrong answers for these activities, as the answers are based on personal preference and comfort. If learners do not have access to water with varied temperatures, you can skip or adapt this activity.

**Alternative Activity:** Bring learners to a sink where they can take turns regulating the water temperature and speed for different situations (washing hands, cleaning dishes, filling a glass of water).


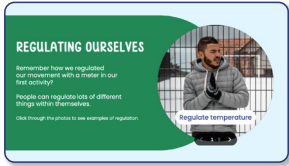

### Regulation in Action: A Car



Ask: *How can we regulate a car’s speed?* Possible answer: By pushing on the gas pedal. When you push your foot on the gas pedal, the car goes faster. The more you press down on the pedal, the faster you go. Brakes work the opposite way to slow you down.

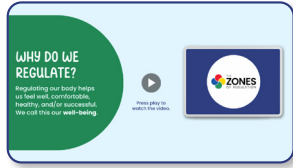
**Alternative Activity:** Go outside or find a large room and have learners pretend they are driving a car. Provide the same examples (racetrack, by a school, town) and ask them to speed up or slow down to match their driving speed to the situation.

**Scaffolding Learning:** Have learners use the following sentence stem to describe the actions in each of the slides: *We regulated the \_\_\_\_\_.*

SLIDE	INSTRUCTIONS
<p><b>Pair and Share: Explore the Room</b></p>  <p>The slide features a blue header with the text 'PAIR + SHARE' and 'EXPLORE THE ROOM'. Below the header, it asks: 'What are other things you see that we use to regulate, adjust, or control something?'. To the right, there is a graphic of a spiral notebook with the text 'LIST WHAT YOU FIND'.</p>	<ul style="list-style-type: none"> <li>• Divide learners into pairs to discuss the question.</li> <li>• Suggest that learners look for objects with dials, buttons, toggles, etc.</li> <li>• As learners share, make a list on your digital board/display, white board, or chart paper.</li> </ul> <p><b>Scaffolding Learning:</b></p> <ul style="list-style-type: none"> <li>• You can point to or display regulating objects in the room to help learners find them. You can even play the game, “I Spy” to give them clues.</li> <li>• Make up some silly sentences and ask the learners if they are correct or not, e.g., <i>We used a meter to regulate the carrot! We used Play-Doh to regulate the temperature!</i></li> <li>• Encourage learners to use the sentence stem: <i>We regulate ...</i></li> </ul>
<p><b>Regulating Ourselves</b></p>  <p>The slide has a green header with the text 'REGULATING OURSELVES'. It includes a photo of a person wearing a jacket and gloves, with the caption 'Regulate temperature'. Below the photo, it asks: 'Remember how we regulated our temperature with a meter in our last activity? People can regulate lots of different things within themselves. Click through this photo to see examples of regulation.'</p>	<p>Ask learners to identify ways people are regulating their body in each example.</p> <ul style="list-style-type: none"> <li>• <b>Image 1:</b> <i>You can regulate your temperature by wearing a jacket and gloves.</i></li> <li>• <b>Image 2:</b> <i>You can regulate your energy by sleeping/resting when you are tired.</i></li> <li>• <b>Image 3:</b> <i>You can regulate your thirst by drinking water if you are exercising.</i></li> <li>• <b>Image 4:</b> <i>You can regulate your power by using your muscles if lifting something heavy.</i></li> <li>• <b>Image 5:</b> <i>You can regulate your speed to walk with friends safely in the hallway.</i></li> </ul>
<p><b>Explore ways we Regulate</b></p>  <p>The slide has a blue header with the text 'EXPLORE WAYS WE REGULATE' and a small icon of a person with a gear. It asks: 'Match each feeling with a way to regulate it.' Below the header, there are two columns of images. The left column is labeled 'Feelings' and includes images of a person looking tired, hungry, thirsty, and cold. The right column is labeled 'Ways to Regulate' and includes images of a person sleeping, drinking water, lifting weights, and walking with friends.</p>	<p>Ask learners to help you match the Feelings with Ways to Regulate, or have them work in pairs or small groups so that all learners are involved in the activity.</p> <p><b>Scaffolding Learning:</b> Rephrase questions, such as, <i>What do you do if you are tired? Thirsty? Hungry?</i> Use picture or object cues, if necessary.</p> <p><b>Alternative Activity:</b> Write each of the Feelings and Ways to Regulate listed above on index cards and play a matching game.</p>

## SLIDE

### Why do we Regulate?



## INSTRUCTIONS

### VIDEO SCRIPT

Our well-being looks and feels different depending on what we're doing and the situation around us. If you're working on a group project, you might regulate your energy to a medium level to help your group be successful. If you're playing in a soccer game, you might regulate your speed and power to a high level to help your team. If you're going to bed, you might regulate your energy to a low level to help your body fall asleep. When we regulate, we are taking care of our well-being.

(Note that this video includes a voice-over and text on screen for accessibility.)

After viewing the video, discuss how and why we regulate our energy, speed, or power in each of the situations shown.

- **Group Project:** *What happens if you have low energy when working in a group? How about high energy? Would these energy levels be helpful or not helpful?*
- **Soccer Game:** *What happens if you have low energy in a soccer game?*
- **Going to Bed:** *What happens if you have high energy at bedtime?*

### Teaching Tips:

- Brainstorm other times you regulate your energy at different levels (low, medium, high).
- For extra fun, role-play some of the activities.

### Scaffolding Learning:

- Share the sentence: *Getting enough sleep is good for my well-being.* Then ask learners to complete the sentence frame: *\_\_\_ is good for my well-being.*
- Invite learners to define well-being in their own words and/or language.

**Deeper Learning:** Ask learners to share what they know about well-being. Where have they heard that term before, what comes to mind? Think about how our daily healthy habits are part of how we regulate for our well-being.

### Regulating Feelings and Behavior



After reading the text on the slide, click each star, and ask, *Why might we want to regulate this feeling and/or behavior?* Possible answers: It will help us feel better, be a better friend, get what we need, etc.

### Scaffolding Learning:

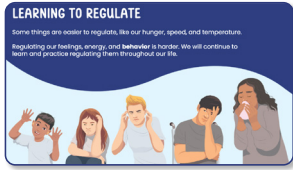
- Share the sentence: *When I'm excited, a behavior you might see is jumping up and down.* Then ask learners to complete the sentence stem: *When I'm mad, a behavior you might see is \_\_\_\_\_.*
- Invite learners to define behavior in their own words and/or language.

**Deeper Learning:** Ask learners to make connections to feelings and behaviors they find challenging to regulate.

## SLIDE

## INSTRUCTIONS

### Learning to Regulate



Discuss why it's easier to regulate our temperature and hunger, compared to our feelings and energy. Possible answer: When you are cold or hungry, it's easy to know what your body needs. However, it's hard to know what your body needs when you have big feelings, and it's harder to control those feelings.

### Group Activity



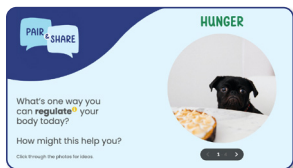
### Group Activity: Guess What I'm Regulating

1. Print out and cut up the [Guess What I'm Regulating Cards](#) before doing the activity.
2. Model the activity by selecting a card and acting it out, then have learners guess.
3. Ask a volunteer to act out a card.
4. Provide support to the volunteer if no one is guessing their action correctly. If needed, make suggestions, e.g., pretend to drink a beverage, do jumping jacks, pretend to pick up something heavy or light.
5. Repeat with more volunteers.

### Teaching Tip:

To add extra fun and engagement, create a new card for your learners that you think they will enjoy or relate to. You can even have learners help you come up with a new card and design it.

### Pair & Share



Divide learners into pairs to discuss the question. Encourage learners to think about the examples in the photos (hunger, temperature, feelings, energy).

Discuss how or why each answer is helpful. For example, regulating our hunger helps us feel comfortable and be more successful in doing our activities.

### Scaffolding Learning:

- Remind learners of the ways to regulate that were in the matching game they played earlier. You can show them the cards to refresh their memories or write a list of ways on the board.
- Encourage learners to use the sentence stems:
  - *I can regulate my body by ...*
  - *Regulating my body this could way could help me ...*



## GEARED ACTIVITIES

Select one or more of the Geared Activities to support understanding and skill development.

Explore the activity choices with your learners and collaborate on selecting an activity. Or, you may pre-select a Geared Activity based on access to materials, ease within your group size/ setting, and your learners' strengths and interests.

You may choose to do more than one activity within a Gear, or spiral through the Gears, to spend time with this concept and provide additional reinforcement.

**How do I know which Geared Activity to choose?** Find more information in [Getting Started](#).



### GEAR 1

- **Regulation Scavenger Hunt**  
Search for things we can regulate in our environment and within our bodies.
- **Regulation Match**  
Match feelings with ways you may regulate them.
- **I Regulate Myself**  
Show how you regulate different feelings.



### GEAR 2

- **Regulate the Robot**  
Pretend to be a robot that is controlled, or regulated, by your partner.
- **Regulating My Superpower**  
Pretend you have a superpower that you can regulate.
- **Healthy Habits**  
Identify healthy habits that support our well-being.



### GEAR 3

- **Regulating for My Well-being**  
Think about a time you regulated your body.
- **Well-being Collage**  
Create a collage, drawing, or digital presentation of images to represent what well-being looks and feels like to you.
- **My Well-being Team**  
Name people on your well-being team.



## WRAP UP

### SLIDE

#### Learning Targets



### INSTRUCTIONS

Remind learners of the Learning Targets. Encourage learners to reflect on how confident they feel about each target. For example, turn them into questions that learners ask and answer:


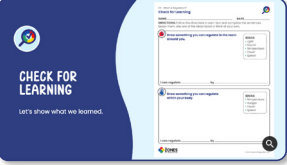


*Can I use the word regulate in a sentence? or Can I describe one or more ways a person can regulate themselves?*

#### Key Vocabulary



If necessary, review vocabulary words.



SLIDE	INSTRUCTIONS
<div> <div>Let's Review</div>  </div>	<p>Before revealing the answers, have learners discuss each question in pairs or small groups. Answers can and will vary from those revealed on the slide. Tie in the learners’ answers to the ones on the slide deck.</p>
<div> <div>Check for Learning</div>  </div>	<ul style="list-style-type: none"> <li>• Distribute the <a href="#">C1 Check for Learning</a>.</li> <li>• Enlarge the handout and read aloud the directions. Support learners to complete the activity as independently as possible so it reliably assesses their understanding.</li> </ul> <p><b>Alternative Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>1:1 Task-based:</b> Ask learners to find something in the room that they can regulate, e.g., <i>Find something in the room that regulates sound.</i> Then prompt them to complete the sentence. For example, <i>I can regulate sound by turning the volume down.</i> Modify the 2nd prompt in the same way.</li> <li>• <b>Open-ended question prompts:</b> <ul style="list-style-type: none"> <li>- <i>What is one thing you can regulate in the room around you? Use the word “regulate” in your answer.</i></li> <li>- <i>What is one thing you can regulate within yourself? Use the word “regulate” in your answer.</i></li> </ul> </li> </ul>
<div> <div>Remember</div>  </div>	<p>Share with learners that this is just the first lesson in <i>The Zones of Regulation Digital Curriculum</i>. Remind them that these are new concepts, and they don’t have to understand them all yet.</p>
<div> <div>Be on the Lookout</div>  </div>	<p>Continue to point out things around and within us that we can regulate, possibly adding them to the list generated in the Pair and Share.</p>

You have completed the C1 Digital Presentation

EXTEND LEARNING

See the [Extend Learning](#) section to reinforce learning, establish climate practices, and connect with caregivers and support team.