

Self-Regulation - February 26

Slide 1: Title

Slide 2: Imagine being in a car

- Read the controlled driver characteristics

Ask, “What effect do you think these characteristics have on a person’s ability to drive effectively?”

Slide 3: Imagine being in a car

- Read the sporadic driver characteristics

Ask again, “What effect do you think these characteristics have on a person’s ability to drive effectively?”

Slide 4: Which driver?

- The controlled driver is more likely to get you to where you are going

Slide 5: Adult Brain

- The adult brain exhibits many of the same characteristics as the controlled driver

Slide 6: Adolescent Brain

- **Say**, “The teenage brain is more like the chaotic driver
It can be distracted easily
It can make decisions without thinking them through”
- Ask students other ways they could be similar

Slide 7: Understanding your brain

- Pick students to read through the bullet points
- **Say** “When you are awake and active, your brain is goal-oriented. Whether you are in school, on the soccer field, or playing an instrument, your brain is always trying to accomplish a task or solve a problem. So, your brain is constantly managing (or, regulating) external stimuli in an attempt to focus on the goal or task”
- Our brains develop the ability to regulate at different times and at different rates

Slide 8: What does this affect?

- Pick students to read through the bullet points, try giving or asking for an example of each one
- **Say** “All of these skills are important in school and life
- Self-regulation affects all of these skills and more.”

Slide 9: Can the 2nd driver be like the 1st?

Read through the slide,

Say “Yes, although some people develop the ability to regulate themselves slower than others, we are able to work on the skills and develop them”

Slide 10: Do you drive your brain?

Say “Regulation comes down to the question: ‘Do you drive your brain, or does your brain drive you?’”

Ask the students to think about that question for 10 seconds.

Say “Your brain will always respond to a stimulus (that’s its job!).

If you aren’t active in your thinking and actions, you let your brain react instinctively (this can lead to distractions taking over our attention, inappropriate responses, and other issues).

We can use self-regulation to ‘take the wheel’ and drive our brains”

Slide 11: Self-regulation definition

Read the definition

Say “This means we are able to focus on, and complete, a task without redirection from teachers or parents”

Slide 12: Examples of self-regulation in school

Discuss the listed tasks which require self-regulation in school

Slide 13: What are other examples?

- Ask students if they can think of other examples in and outside of school.

Slide 14: Self-Regulation Strategies

- Pick students to read through each regulation strategy
- Discuss and/or ask students for input on each one

Slide 15: WAZE (If Time permits...)

- Relate academic goals to getting from point A to point B
- **Say** “We could just take-off without thinking about road conditions, traffic, etc. None of you can drive yet, but there is an app (maybe your parents use it) called WAZE, which gives you updated turn by turn directions and helps avoid traffic jams, speed traps, and other hazards
 - o This is what we need to do to *actively* guide our brains during a task”
- Work with students how making a plan for an in-class project
 - o What should the route look like to start?
 - o How do you avoid distractions and hazards?

Slide 16: Reflect

- Read bullet points

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