

**PATHS Programme
2014-2015 School Year
Year 2**

The recommended implementation of the PATHS programme is:

Two classes per week made up of the following;

- 1. Conduct the PATHS Pupil for Today activity daily (5 minutes).*
- 2. Conduct one PATHS Lesson per week (7- 10 minutes).*
- 3. Reinforce learned PATHS concepts during teachable moments throughout the school day.*
- 4. Conduct one PATHS supplemental activity when pupils need reinforcement of a new PATHS concept and as often as can be fit into the schedule.*

Week	Lesson Objective	Parent Activity or Handout	Materials
Autumn Week 2	<p>Lesson 1 Classroom Rules: To introduce children to PATHS To help children internalize the importance of having rules and structures within a group To orient children towards becoming attentive listeners To allow children to participate in the process of creating rules and structures.</p>	<p>Home activity sheet Home Letter</p>	<p>Mrs. Brown's rules poster Pictures 1A -1B Paper felt pens, markers</p>
Autumn Week 3	<p>Lesson 2: PATHS Readiness To create an atmosphere that emphasizes PATHS as a special and fun time To provide practice in paying attention to others To review same and different To review IS and IS NOT To review rules during PATHS time</p>		<p>Chart listing class rules 9 x Animal Pictures Actor/Actress Badge</p>
Autumn Week 4	<p>Lesson 3: PATHS Pupil for Today - Complimenting To introduce the concepts of Complimenting and Compliment To review the different feelings when receiving a compliment To practise what to do or say when receiving a compliment</p>	<p>PATHS Pupil for Today home letter – for child chosen</p> <p>For all pupils Home letter Home Activity Sheet</p>	<p>Two jars Strips of paper for each child Compliment list PATHS Pupil for Today Poster Felt tip pens</p>

Autumn Week 5	<p>Lesson 4: Introduction to feelings To introduce the concept of feelings To illustrate that we can experience more than one feeling at a time To show feelings are inside but can show on the outside</p>		Finished happy and sad faces For each child - Happy faces and feeling rings
Autumn Week 6	<p>Lesson 5: Happy, Sad, Private To introduce children to basic emotions and to a paradigm for thinking about them To introduce the ideas that we can guess how people from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions</p> <p>Lesson 6: Activities on Happy, Sad, Private</p>	Home activity sheet lesson 6	Feelings chart – comfortable and uncomfortable Picture 5A - 5F Photographs 1-4 Feeling faces for happy, sad, and private Examples of finished faces
Autumn Week 7	<p>Lesson 7: Fine, Excited, Tired</p> <p>Lesson 8: Activities on Fine, Excited, Tired and a review of all Feelings To role play feeling excited and tired To make a drawing of excited and tired Review all feelings</p>		Feelings Chart – comfortable and uncomfortable Picture 7A -7G Photographs 5 -10 Feeling faces & examples of finished faces
Half Term			
Autumn week 8 – may want to move this lesson to week 7 as this is safety week.	<p>Lesson 9: Scared/Afraid, and Safe To introduce the concepts of Afraid and Safe</p> <p>Lesson 10: Activities on Scared/Afraid and Safe To role play Scared/Afraid and Safe To read and discuss stories with Scared/Afraid and Safe situations</p>		Feelings Charts Picture 9A-9H Photographs 11-14 Feeling faces examples Taylor’s visit to the dentist.
Autumn week 9	<p>Lesson 11: Cross/Angry (Feelings vs Behaviours) To explore what one can do when one is cross –</p>		Feeling Charts – comfortable and uncomfortable Pictures 11A -11H

	<p>which alternatives are OK and which ones are not OK</p> <p>To provide practice in thinking ahead before taking action</p> <p>Lesson 12: PATHS Review lesson</p> <p>To review Happy, Sad, Private, Fine, Excited, Tired, Cross/Angry, Scared/Afraid and Safe</p> <p>To provide practice in role-playing and in observing emotional cues</p> <p>To review the idea that facial expressions and body cues communicate feelings</p>		<p>Photographs for cross/angry</p> <p>Cross/angry feeling faces</p> <p>Box or bag with 3x5 cards which have printed Happy, sad, private, fine excited, tired mad or angry scared or afraid, safe</p> <p>Optional Activity sheet -12</p>
Autumn week 10	<p>Lesson 13: Self Control 1</p> <p>To explore different ways for gaining self control</p> <p>To introduce the concept of calming down</p> <p>To discuss the Red Light</p>		<p>Control Signal Poster</p> <p>3 Steps for Calming Down Poster (red light)</p> <p>Teacher's Manual for the Control Signals Poster</p>
Autumn week 11	<p>Lesson 14: Self Control 2</p> <p>To review the steps for calming down</p> <p>To provide practice in using these steps – stating the problem and feelings</p>		<p>Control signal poster</p> <p>3 Steps for Calming Down Poster (red Light)</p>
Autumn week 12	<p>Lesson 15: Self Control 3</p> <p>To provide a model of controlling one's temper by using the 3 steps for Calming Down</p>		<p>Control Signals Poster</p> <p>3 Steps for Calming Down Poster (red Light)</p> <p>Story - Baxter and his Temper</p> <p>Pictures 15A – 15G</p>
Autumn week 13	<p>Lesson 16: Calm/Relaxed and Relaxation Practice</p> <p>To discuss internal bodily cues related to certain feelings</p> <p>To practise calming down when upset or excited</p>	Home activity sheet 16	<p>Feelings chart – comfortable and uncomfortable</p> <p>Pictures 16A -16b</p> <p>Photographs 17&18</p> <p>Feeling faces calm/relaxed</p> <p>Pictures of relaxing scenes</p> <p>seascapes, mountain meadows or imagined places.</p>

Autumn week 14	<p>Lesson 17: Control Signals Poster To discuss the idea of what to do after we calm down To introduce the Control Signals Poster To discuss the Yellow (make a plan) and Green (Go) on the Control Signals Poster</p> <p>Lesson 18: Problem Discussion – Angry Abigail To explore how angry feelings can escalate To explore the importance of self control To practise solving a problem using the Control Signals Poster</p>		<p>Control Signals Poster 3 Steps for calming down.</p> <p>Control Signals Poster 3 Steps for calming down. Story – Angry Abigail</p>
Christmas Holiday			
Spring week 1	<p>Lesson 19: Problem Solving Meeting To provide practice in problem solving in a group situation using the Control Signals Poster</p> <p>Lesson 20: Surprised and Expect To introduce the concept of Surprised and Expect To introduce the difference between feelings and thoughts</p>	Home activity sheet 20	<p>Problem box or bag Problem selected from the problem box</p> <p>Feelings chart – comfortable and uncomfortable Picture 20A-20C Photographs 19-22 Feeling faces surprised</p>
Spring week 2	<p>Lesson 21: Problem discussion on Surprised To discuss things one can do when there is an uncomfortable surprise To introduce the format for Problem Discussions</p>		<p>Feelings Charts Control signal poster</p>
Spring week 3	<p>Lesson 22: Problem Solving - Privacy & Telling Your Feelings To discuss the meaning of Privacy To discuss when it is appropriate to keep your feelings private versus share them with others</p>		<p>Private feeling faces.</p>
Spring week 4	<p>Lesson 23: What is a good Friend?</p>		<p>Large sheet of poster paper</p>

	<p>To introduce the concept of a friend and friendship To introduce children to critical thinking</p> <p>Lesson 24: Lonely To informally present the problem-solving paradigm To introduce the concept of Lonely</p>	Home activity sheet 24	<p>Blank drawing paper</p> <p>Feelings chart Pictures 24A - 24J Photographs 31&32 Feeling faces for Lonely Finished faces Story – Martin feels lonely</p>
Spring week 5	<p>Lesson 25: Making Friends To help children make friendship making skills To encourage positive social interaction skills To introduce informally thinking about alternatives for solving problems</p> <p>Lesson 26: Shy To further recognise uncomfortable emotions related to social situations and interactions To introduce the concept of shy</p>		<p>Feelings chart Picture 26A-26B Photographs 49 & 50 Feeling faces for Shy</p>
Spring week 6	<p>Lesson 27: Poem and Problem Solving Activity on Shy To discuss further painful emotions To discuss things you can do when you feel shy</p> <p>Lesson 28: Embarrassed To discuss further painful emotions</p>		<p>Poem: New Girl at School Feelings chart</p> <p>Feelings chart Picture 28A -28D Photographs 47 & 48 Feeling faces for embarrassed Clay (optional)</p>
	Half Term		
Spring week 7	<p>Lesson 29: Review lesson To review the emotions learned so far To provide practice with sharing emotional experiences in front of the class</p>		Feelings Chart
Spring week 8	<p>Lesson 30: By Accident, On Purpose To introduce the distinction of assessing situations which occur by accident and those</p>		Picture 30A - 30D

	where something was done on purpose		
Spring week 9	Lesson 31: Manners 1 To introduce the concepts of Manners, Polite, Rude, Nice To teach simple manners To distinguish between feelings and behaviours		Two large pieces of poster paper Pens
Spring week 10	Lesson 32: Manners 2 To discuss why good manners are important To remind children that their behaviour affects the way other people feel To informally introduce the concepts of Please, Thank-you , You're Welcome, Excuse me and I'm Sorry		Manners hierarchies made during previous lesson 5x8 cards with example scenarios typed on each side.
Spring week 11	Lesson 33: Manners 3 To continue the development of perspective-taking skills To help the children accept more responsibility for their behaviours To help the children learn to attend to various types of cues when evaluating affect.		Story Mary and her Manners Pictures 33A-33E
	Easter Holiday		
Summer week 1	Lesson 34: Manners 4 To emphasise the importance of tone of voice, facial expressions and body language To demonstrate that the same words can have different meanings and connotations To work on the concepts of Please, Thank-you , You're Welcome, Excuse me and I'm Sorry		
Summer week 2	Lesson 35: Fair Play Rules To introduce concepts of fairness in peer relations To help children take the perspective of others To discuss the concepts of Fair Play Rules (taking turns, following rules, refraining from teasing and boasting)		Fair Play Rules Poster
Summer week 3	Lesson 36: Listening to Others To emphasise the importance of communication in solving peer conflicts		Control signal Poster

	To help children take the perspective of others To discuss the ideas of listening to others as an important part of the Yellow Light in problem solving		
Summer week 4	Lesson 37: Sharing To emphasise the importance of communication in solving peer conflicts To illustrate the effort necessary to maintain self-control when upset To discuss the importance of sharing and negotiation in solving conflicts To discuss the importance of taking into account others' points of view		Story: Sometimes its hard to share Picture 37A – 37H
Summer week 5	Lesson 38: Decision Wheel To provide solutions for solving peer conflicts To promote co-operation in the classroom To introduce the Decision Wheel To discuss alternative solutions to the problem of deciding “who goes first”		Control signal poster Decision Wheel – create a blank one before the lesson
Summer week 6	Lesson 39: Curious/Interested, Bored To emphasise the motivational aspects of emotion To continue to discuss contrasting feelings		Feelings Chart Picture 39A-39G Photographs 33-36 Story: The Curious Rabbit Feeling faces Curious/Interested and Bored and finished examples One large apple and knife. Puppets (optional)
	Half Term		
Summer week 7	Lesson 40: Proud, Ashamed To emphasise the importance of responsibility and self-evaluation To discuss contrasting feelings To help children take another’s perspective To introduce the concept of Proud and Ashamed Lesson 41: Story and Activity on Proud	Home activity sheet lesson 40	Feelings chart Picture 40A-40 J Photographs 37 & 40 Feeling faces Proud & Ashamed Story: Finn McCool

	To provide practice in the understanding and use		
Summer week 8	<p>Lesson 42: Frustrated</p> <p>To introduce emotions on a more differentiated level</p> <p>To review hierarchical thinking with regard to feelings and behaviours</p> <p>To introduce the concepts of Frustrated</p> <p>To discuss appropriate vs inappropriate</p>	Home activity sheet 42	<p>Feelings chart</p> <p>Picture 42A - 42M</p> <p>Photographs 41 & 42</p> <p>Feeling faces for frustrated</p>
Summer week 9	<p>Lesson 43: Hopeful and Disappointed</p> <p>To introduce more complex emotions</p> <p>To discuss informally the idea that we can change the way we feel</p> <p>To introduce the concepts of Disappointed, Hopeful and Hope</p>		<p>Feelings chart</p> <p>Picture 43A - 43D</p> <p>Photographs 43 - 46</p> <p>Disappointed and Hopeful feeling faces Activity sheet 43</p>
Summer week 10	<p>Lesson 44: Story and Activity on Hopeful</p> <p>To provide practice in the understanding and use of feeling vocabulary related to self-esteem</p> <p>To make a drawing of a time when the children felt hopeful</p>		
Summer week 11	<p>Lesson 45: Problem Discussion on Frustrated or Disappointed</p> <p>To discuss thing one can do when one feels frustrated or disappointed</p> <p>To further integrate problem solving and the Control Signals Poster into the discussion of feelings</p>		
Summer week 12	<p>Lesson 46: End of Year Review</p> <p>To review some of the emotions learned so far</p> <p>To provide practice in role playing and in observing emotional cues.</p>		<p>Feelings Charts</p> <p>Bag or box 3x5 cards which are printed with the words happy, sad or disappointed, scared or afraid, bored, curious or interested, proud, ashamed,</p>

			frustrated, hopeful, shy.
Summer week 13	Lesson PATHS Party To practice applying problem-solving skills to a realistic, fun problem solving situation To develop a plan for an end of year PATHS celebration		Award Certificates for each child created prior to the lesson.