**PATHS Programme**  
**2014-2015**  
**Foundation & Year 1** (This can be delivered over two years)

The recommended implementation of the PATHS programme is:
Two classes per week made up of the following:
1. Conduct the PATHS Pupil of the Day 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 fitted into the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Objective</th>
<th>Parent Activity or Handout</th>
<th>Materials</th>
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| Autumn Week 2  | **Lesson 1: Circle Rules**  
To establish a physically and emotionally safe classroom environment  
Children will learn a set of core rules for Circle Time and classroom activities  
Children will discuss and generate possible consequences of not having rules in the class room  
Children will actively participate in Circle Time  | **Parent Letter 1-9**  
**Parent Child Activity 1-11** | Large cardboard circle  
Classroom rules displayed  
Story about children starting school  
Photos 1-1 to 1-6  
Drawings 1-1 to 1-6  
Extension Activity: l-25 to 1-31 |
|                | **Lesson 2: PATHS Animals:**  
To introduce children to the PATHS animals  
Children will understand how turtles use their shells for protection | **Parent Child Activity 1-41 and 1-43** | 4 Puppets provided  
Cat and frog puppets/stuffed animals, Bag or box to put puppets in  
Extension Activities: 1-45 to 1-71 |
| Autumn Week 3  | **Lesson 3: PATHS Pupil for Today**  
To establish the PATHS Pupil for Today activities as a fun daily routine  
Children will demonstrate responsibility as classroom helpers | **For PATHS Pupil for Today Parent Letter 1-89 and 1-91** | Turtle puppet  
PATHS Pupil for Today Badge  
Two jars  
Cards with each child’s name written on Compliment sheets 1-93/1-95 |
|                | **Lesson 4: Compliments**  
To teach Pupils the meaning of the word ‘Compliment’  
To enhance self esteem.  
To teach polite ways to respond to compliments  
Children will see how compliments are exchanged  
Children will express pleasure when receiving compliments |                                                      | Turtle & Hedgehog Puppets |
<p>| Autumn week 4  | <strong>Lesson 5: We All Have Feelings</strong>                                                |                                      |                                                                          |</p>
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<tr>
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<tr>
<td>Lesson 6: Happy</td>
<td>To define the feeling ‘Happy’&lt;br&gt;To help pupils recognise the facial expressions and body cues associated with these feelings.&lt;br&gt;To present common situations that cause people to feel happy.&lt;br&gt;Children will be able to accurately identify visual representations of the feeling Happy.&lt;br&gt;Children will be able to generate appropriate examples of things or situations that make them feel Happy.</td>
<td>Turtle, Duck &amp; Hedgehog Puppets&lt;br&gt;Feelings Chart&lt;br&gt;Yellow happy feelings face&lt;br&gt;Photos 6-1 to 6-2&lt;br&gt;Drawings 6-1 to 6-4&lt;br&gt;Drawings of facial feature 2-25 to 2-29 cut apart&lt;br&gt;Blank face template 2-23&lt;br&gt;Fake food item</td>
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<td>Lesson 7: Sad</td>
<td>To define the feeling ‘Sad’&lt;br&gt;To help children recognise the facial expressions and body cues associated with these feelings.&lt;br&gt;To present common situations that cause people to feel sad.&lt;br&gt;To help children understand other people’s emotions.</td>
<td>Puppets&lt;br&gt;Blue sad feelings face&lt;br&gt;Photographs 7-1 to 7-2&lt;br&gt;Drawings 7-1 to 7-4&lt;br&gt;Drawings of facial feature 2-49 to 2-53 cut apart&lt;br&gt;Blank face template 2-47</td>
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<td>Lesson 8: Twiggle Makes Friends</td>
<td>To use a story to teach children several core pro-social behaviours associated with friendship and provide a visual representation of each.&lt;br&gt;Children learn that playing together, sharing, helping each other are aspects of friendship.</td>
<td>Parent Handout 2-65&lt;br&gt;Puppets&lt;br&gt;Book: Twiggle Makes Friends Friendship Poster 2-73&lt;br&gt;Drawings 2-67 to 2-71 photocopied and cut them in half to make puzzle pieces</td>
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<td>Lesson 9: Compliments II</td>
<td>To develop pro-social skills.&lt;br&gt;To enhance self esteem.&lt;br&gt;To encourage children’s support and respect for one another.&lt;br&gt;To help children recognize the positive feelings associated with giving and receiving compliments.</td>
<td>Parent Handout 2-83&lt;br&gt;Turtle Puppet Accessory for puppet eg glasses, scarf or hat&lt;br&gt;2 Compliments Posters 2-85 to 2-87</td>
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<td>Sharing Happy and Sad Feelings (Extension activity) (Emotion sharing 1)</td>
<td>To provide children with an opportunity to share personal experiences.&lt;br&gt;Children will be able to generate an appropriate example of</td>
<td>Puppets – Turtle and Hedgehog&lt;br&gt;Drawings 2-93 to 2-95</td>
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| Autumn week 7 | **Lesson 10: Angry I**  
To define the feeling ‘Angry’  
To help children recognise the facial expressions and body cues associated with this feeling.  
To present common situations that cause people to feel Angry  
Children will accurately identify facial expressions and situational cause of the feeling Angry | **Parent Handout 3-9**  
Hedgehog puppet  
Feelings Chart  
Blue Angry feelings face  
Drawings 10-1 to 10-3  
Photos 10-1 to 10-2  
Face template and facial features from Lesson 6 |  |
| --- | --- | --- | --- |
| **Lesson 11: Scared or Afraid**  
To define the feeling “scared”  
To help children recognise the facial expressions and body cues associated with this feeling.  
To present common situations that cause people to feel scared  
Children will be able to identify situations that cause fear and can give at least one appropriate example of something that would make them feel scared |  | Turtle & hedgehog puppet  
Make a mask for the hedgehog puppet  
Blue scared feelings face  
Face template and facial features from Lesson 6  
Drawings 11-1 to 11-3  
Photos 11-1 to 11-2 |  |
| **Half Term** |  |  |  |
| Autumn week 8 | **Lesson 12: My Feelings**  
To review the four basic feelings and to understand that all feelings are OK  
Children will begin to accept that all emotions are OK and important sources of information about their environment and themselves | **Parent Child Activity 3-57**  
Turtle & dog puppets  
Drawings 12-1 to 12-4  
Thumbs up 3-71 |  |
| **Lesson 13: Angry II**  
To provide additional examples of reasons for feeling angry.  
To reinforce the concept that all feelings are OK.  
To informally introduce the idea that there are different words for the same feeling  
To help children understand other people’s feelings |  | Turtle & hedgehog puppet  
Toy for puppets to fight over such as a car  
Drawings 13-1 to 13-3 |  |
| Autumn week 9 | **Sharing Angry and Scared Feelings (Emotion Sharing 2)**  
To provide children with an opportunity to share personal experiences  
Children will be able to identify different situational contexts in which these feelings occur |  | Puppets |
| Autumn week 10 | **Lesson 14: Twiggle Learns to Do Turtle Part 1**  
To introduce key social and emotional concepts that will lay the foundation for the development of self-control  
To help children to identify a problem situation, learn that sometimes uncomfortable feelings get in the way of making good choices and learn that there may be negative consequences for poor choices.  
**Lesson 15: Twiggle Learns to Do Turtle Part 2**  
To teach children a technique for self-control and the appropriate times to use it  
To associate visual symbols with the three steps of doing Turtle to calm down | **Parent Child Activity**  
Book “Twiggle Learns to Do Turtle”  
, copy of Do Turtle Sequence Cards on page 4-45 for each child,  
Turtle puppet  
Book “Twiggle Learns to Do Turtle”  
Drawings 15-1 to 15-4  
Teacher Turtle Reminders  
Copy of Do Turtle Sequence Cards on page 4-45 for each child |  
| Autumn week 11 | **Lesson 15: Extension activities**  
Teaching Turtle reminders |  
| Autumn week 12 | **Lesson 16: Turtle Technique Review**  
To teach children the appropriate times to use the Turtle Technique by using role play situations  
To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings  
To review the steps for doing Turtle and associate those steps with symbols  
To introduce the Turtle Reinforcement System | **Parent Handout**  
Puppets  
Small pictures (3-25 from Lesson 10)  
Twiggle and Henrietta pictures  
Turtle Poster 4-63  
Turtle stamp/stickers  
Do Turtle Sequence Cards - 4-65 |  
| Autumn week 13 | **Lesson 17: Appropriate Turtles I**  
To help children associate a strong, uncomfortable feeling with starting to do Turtle  
To continue to practice the Turtle Technique  
Children will internalize the steps for doing Turtle | Wise Old Turtle Glasses (Lesson 16 4-61) or a pair of funny glasses  
Turtle & hedgehog puppets  
Toy pots or pans  
Drawings 17-1 to 17-5 and 17-1 to 17-12  
Teacher Turtle Reminders 4-75 |  
| Autumn week 14 | **Lesson 18: Appropriate Turtles II**  
To expand children’s knowledge of appropriate times to do Turtle  
To reinforce children’s awareness that doing Turtle is a signal to others  
Children with poor communication skills will begin to use Turtle appropriately in the classroom | Duck puppet  
Drawings 18-1 to 18-6  
Turtle cut out of cardboard or small stuffed animal turtle for the transition activity  
Teacher Turtle Reminders 4-119 |
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<td>Spring week 1</td>
<td><strong>Lesson 19: Calm or Relaxed</strong>&lt;br&gt;To define the feeling ‘Calm or Relaxed’&lt;br&gt;To help children recognise the facial expressions and body cues associated with this feeling.&lt;br&gt;To present common situations that causes people to feel Calm or Relaxed and identify this as a comfortable feeling.&lt;br&gt;To connect the behaviour of calming down and doing turtle with feeling calm or relaxed. <strong>Sharing Feelings: Basic Emotions (Emotion Sharing 3)</strong>&lt;br&gt;<strong>Extension session</strong>&lt;br&gt;To provide children with an opportunity to share personal experiences and discuss situational contexts that cause these feelings.&lt;br&gt;To informally introduce the concept of comfortable and uncomfortable.&lt;br&gt;To reinforce the behavioural cues associated with for basic feelings and calm.</td>
<td>Turtle puppet&lt;br&gt;Small blanket or pillow&lt;br&gt;Feelings Chart&lt;br&gt;Yellow calm feelings faces&lt;br&gt;Photos 19-1 to 19-2&lt;br&gt;Drawings 19-1 to 19-3&lt;br&gt;Turtle and Hedgehog Puppets&lt;br&gt;Box or bag</td>
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<td>Spring week 2</td>
<td><strong>Review of lessons 14 and 15 Twiggle learns to do Turtle</strong>&lt;br&gt;Continue reinforcement of the Turtle Technique&lt;br&gt;<strong>Review of lesson 17 and 18 Appropriate Turtles 1 and 11 and Sharing Feelings</strong></td>
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<td>Spring week 3</td>
<td><strong>Lesson 20: Sharing &amp; Caring I</strong>&lt;br&gt;To provide children with an opportunity to share something meaningful.&lt;br&gt;To relate the concept of sharing to the concept of caring about others.&lt;br&gt;To define sharing in a positive context.&lt;br&gt;To provide situational contexts in which sharing occurs. <strong>Parent Handout 5-9</strong></td>
<td>Turtle &amp; Hedgehog puppets&lt;br&gt;Real or artificial flower&lt;br&gt;A joke, story or poem to share with the class&lt;br&gt;Flower cut outs (one per pupil) for the transition activity</td>
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<td>Spring week 4</td>
<td><strong>Lesson 21: Sharing &amp; Caring II</strong>&lt;br&gt;To help children understand that sharing is an important part of friendship.&lt;br&gt;To help differentiate between pleasure in greed and pleasure in sharing with others.&lt;br&gt;To provide children with an opportunity to experience the positive feelings associated with sharing.</td>
<td>Turtle &amp; Dog puppets&lt;br&gt;Back of sticker, erasers&lt;br&gt;Set of PATHS Character Cards 5-19 to 5-21 for each child</td>
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| Spring week 5 | **Lesson 22 : Twiggle’s Special Day**  
To teach children that it is possible to have more than one friend  
To use a story to teach children the importance of letting other children join in play | Turtle puppet  
Story ‘Twiggle’s Special Day’  
Small soft ball cups and a box |
| --- | --- | --- |
| Spring week 6 | **Lesson 23: Advanced Compliments**  
To teach children how to give compliments that reflect quality of friendship or behavioural skill  
To use illustrations from a story to help children understand this more advanced type of complement  
Children will be able to give a peer a compliment that reflects their experience with that child | Turtle & Hedgehog puppets  
Friendship Poster  
Bean bag |
| **Half Term** |  |  |
| Spring week 7 | **Lesson 24: Feelings Review**  
To review the facial expressions and body postures associated with the four basic feelings  
To review the common situations that make people feel happy, sad, mad/angry, and scared | Turtle puppet  
Twiggle and Henrietta (T24-1 to T24-2)  
game pieces  
Bean bags  
Drawings 24-1 to 24-12 and |
| Spring week 8 | **Lesson 25: Making Choices**  
To help children understand the process of making choices  
Use the Twiggle Learns to do Turtle story to illustrate the behaviour choices that children have  
Introduce the idea that when we are calm we are more likely to make good choices  
Children will recognise doing Turtle as a good first choice in a any problem situation | Parent Handout 6-9  
Turtle puppet  
Toys  
Story: ‘Twiggle Learns to Do Turtle’ |
| Spring week 9 | **Lesson 26: Solving Problems**  
To encourage children to evaluate their problem-solving ideas by distinguishing between OK and not OK choices  
To encourage children to think about the consequences of their behaviour  
To teach children the meaning of the word ‘solution’. | Parent Handout 6-19  
Turtle & Hedgehog puppets  
Props for puppet show  
Drawings 26-1a to 26-1c & 26-2a to 26-2c  
Thumbs up/thumbs down drawings 6-33  
Small drawings of OK and Not OK behaviours (6-35 to 6-41)  
Optional chart divided into two columns marked “OK” & “Not OK” |
| Spring week 10 | **Lesson 27: Solving Problems with Friends**  
To review the distinction between OK choices and not OK choices  
To reinforce the idea that children have the ability to solve their own problems  
To teach adaptive solutions to solving typical peer conflicts  
To encourage children to consider the feelings of others | Turtle, Duck, Hedgehog puppets  
Drawings 27-1a to 27-1d and 27-2a to 27-2d |
| Spring week 11 | **Lesson 28: Comfortable and Uncomfortable**  
To teach children the meaning of the words  
Comfortable and Uncomfortable | Turtle puppet  
Photos 28-1 to 28-4  
Drawing 28-1 to 28-16  
Timer  
Props: cutting board/wooden block and pillow |
| **Easter Holiday** | | |
| Summer week 1 | **Lesson 29: Different Types of Feelings**  
To review the concept that all feelings are OK  
To introduce the concept that people can experience different emotions from one another  
To explain the colour coding of the Feeling Faces | Hedgehog & dog puppets  
Bandage |
| Summer week 2 | **Lesson 30: Excited**  
To define the feeling ‘Excited’ and to help children recognise the facial expressions and body cues associated with this feeling  
To present common situations that cause people to feel excited  
To explain that Excited is a comfortable feeling  
To provide visual representation of the feeling Excited | Turtle & Duck puppet  
Excited feelings faces  
Photos 30-1 to 30-2  
Drawings 30-1 to 30-4  
Clean empty container and double cream and salt |
| Summer week 3 | **Lesson 31: Tired**  
To define the feeling ‘Tired’ and to help children recognise the facial expressions and body cues associated with this feeling  
To provide examples of different reasons for feeling Tired  
To explain that Tired is an uncomfortable feeling  
Provide a visual representation of the feeling Tired  
Present common situations that cause people to feel tired | Hedgehog puppet  
Photographs 31-1 to 31-3  
Drawings 31-1 to 31-2  
Blue tired feelings face |
| Summer week 4 | **Lesson 32: Frustrated**  
To define the feeling ‘Frustrated’  
To help children recognise the facial expressions and body cues associated with this feeling  
To provide examples of things that make people feel Frustrated  
To explain that Frustrated is an uncomfortable feeling and provide visual representation of this. | Parent Handout 7-57  
Props: toy, shoe  
Photos 32-1  
Drawings 32-1 to 32-2, 32-3a to 32-3c, 32-4  
Blue frustrated feelings face |
| Summer week 5 | **Lesson 33: Proud**  
To define the feeling ‘Proud’  
To help children recognise the facial expressions and body cues associated with this feeling  
To provide examples of things that make people feel Proud  
To explain that Proud is a comfortable feeling and provide visual representation of this | **Parent Child Activity**  
7-77 &  
**Parent Handout**  
7-79 to 7-89 | **Turtle puppet**  
Photos 33-1 to 33-3  
Drawings 33-1 to 33-3  
Yellow proud feelings face  
Proud Awards 7-97  
Prize ribbon 7-99 |
|---|---|---|
| **Emotion Sharing Session 4**  
**Sharing Feelings: Intermediate Emotions**  
To provide children with an opportunity to share personal experiences about any of the feelings presented so far  
To discuss situations that cause feelings  
To reinforce the facial and behavioural cues associated with different feelings |  | **Hedgehog puppet** |
| Summer week 6 | **Lesson 34: Love**  
To help children better understand the feeling ‘Love’  
To informally discuss cues for understanding how other people feel  
To introduce the idea that people can have two conflicting feelings at the same time (i.e. love and anger)  
To encourage children to ask other people about their feelings  
To illustrate that imagining something doesn’t make it real | **Parent Handout**  
8-9 | **Hedgehog & Duck puppets**  
Photos 34-1 to 34-3  
Yellow love feelings face  
Print the words “Love is Strong” on a large sheet of paper |
| **Half Term** |  |  |
| Summer week 7 | **Lesson 35: Worried**  
To define the feeling ‘Worried’ and to help children recognise the facial expressions and body cues associated with this feeling  
To use a story to illustrate the meaning of the word Worried  
To informally introduce the idea of changing feelings  
To provide visual representations of the feeling Worried |  | **Turtle & Dog puppets**  
Photos 35-1 to 35-2  
Story “Tamara Feels Worried”  
Blue worried feelings face |
| Summer week 8 | **Lesson 36: Disappointed**  
To define the feeling ‘Disappointed’ and to help children recognise the facial expressions and body cues associated with this feeling.  
To describe situational contexts in which disappointment occurs  
To provide visual representations of the feeling Disappointed  
To promote cause and effect thinking and elementary problem solving  
To illustrate that different people have different feelings |  | **Turtle & Dog puppets**  
Photos 36-1 to 36-2  
Drawings 36-1 to 36-3  
Blue disappointed feelings face |
| Summer week 9 | **Lesson 37: Jealous**  
To define the emotion ‘Jealous’ and to help children recognise the facial expressions and body cues associated with this feeling. 
To provide situational contexts in which Jealousy occurs 
To provide visual representation of feeling Jealous 
To practice continuity by listening to a story over several days | **Parent letter 8-39**  
Turtle & Hedgehog puppets  
Photos 37-1 to 37-2  
Drawings 37-1 to 37-3  
Blue jealous feelings face 
Story: The Hidden Toy |
| Summer week 10 | **Lesson 38: Furious**  
To define the feeling ‘Furious’ and to help children recognise the facial expressions and body cues associated with this feeling 
To provide situational contexts in which feeling Furious occurs 
To provide visual representations of feeling Furious 
To demonstrate that feelings can change  
To practice continuity by listening to a story over several days | **Parent letter 8-39**  
Turtle & Hedgehog puppets  
Photos 38-1 to 38-2  
Drawings 38-1 to 38-2  
Blue furious feelings face 
Story: The Hidden Toy |
| Summer Week 11 | **Lesson 39: Guilty**  
To define the feeling ‘Guilty’ and to help children recognise the facial expressions and body cues associated with this feeling. 
To present common situations that cause people to feel Guilty 
To provide visual representations of feeling Guilty 
To demonstrate changes of feelings  
To practice continuity by listening to a story over several days | **Parent letter 8-39**  
Turtle & hedgehog puppets  
Photos 39-1 to 39-2  
Drawings 39-1 to 39-3  
Story: The Hidden Toy 
Blue guilty feelings face |
| Summer week 12 | **Lesson 40 Generous**  
To define the feeling ‘Generous’ and to help children recognise the facial expressions and body cues associated with this feeling. 
To provide examples of things that might make people feel Generous  
To associate feeling Generous with other comfortable feelings, such as Happy and Proud 
To show that caring for our friends can result in feeling generous | **Parent Handout 8-81 to 8-97**  
Turtle & Hedgehog puppets  
Photos 40-1 to 40-2, 
Drawings 40-1 to 40-2  
Yellow generous feelings face, |
| Summer week 13 | **Emotion Sharing Session 5**  
**Sharing Feelings: Advanced Emotions**  
To provide children with an opportunity to share personal experiences about any of the feelings presented so far  
To discuss situations that cause emotions  
To reinforce the facial and behavioural cues associated with feelings | Dog puppet |
| The following lessons could | **Saying Goodbye** |
easily be incorporated into things that are already happening.

| To help children to think about the concept of loss  |
| To help children understand the complex feelings associated with loss  |
| To help children actively problem-solve coping with the loss of an attachment  |
| To informally introduce the concept of simultaneous feelings  |

**Ending and Transitioning**

| To help children about the concepts of endings and transitions and with the complex feelings of saying goodbye  |
| To informally review the idea that people can feel two opposing feelings at the same time  |
| To help children actively problem solve a healthy way to buffer uncomfortable feelings  |
| To informally introduce steps for planning  |
| To help children plan ahead and actively seek information for anticipating the future  |
| To review the concept that sharing with each other helps us to feel happier  |

- Turtle, Hedgehog and Duck puppet
- Turtle and Hedgehog puppet
- Turtle and Hedgehog puppet
- Excited, Sad and Proud feeling faces
- Great PATHS Child Award for all pupils