



Wk	Lesson Objective	Parent Activity or Hand-out	Materials
1	Lesson 1: Introduce classroom rules Formulate classroom rules for your classroom Help children internalise the importance of having rules and structures and participate in the process of creating rules and structures	Home activity sheet Home letter Home handout	Pictures 1A – 1B Copy of the Rules in Mr Jones' Class Poster paper
	Lesson 2: Pupil of the Day – Complimenting To introduce the PATHS of the Day procedure To teach children how to compliment and to encourage them to do it To discuss ways of responding when one is complimented	For PATHS pupil PATHS Pupil for Today Home letter For all pupils Home Handout	2 containers Strips of paper with all pupils names written on PATHS Pupil for Today poster Compliment list for PATHS child Activity sheet Special badge/chair for PATHS child (optional)
2	Lesson 3: Introduction to feelings - Happy, Sad and Private To define emotions as things that happen on the inside but can show on the outside To introduce the fact that there are many different feelings and everyone has feelings To introduce the Feelings Chart, Feelings Faces and Rings	Home Letter Home Handout	Completed Happy, Sad and Private Feeling Faces on a ring as an example Uncomfortable (blue) and Comfortable (yellow) Feelings Chart Feelings rings for pupils Happy, Sad and Private faces for all pupils Photographs – Happy Sad
3	Lesson 4: Fine, Excited and Tired To introduce the concepts of Excited, Fine and Tired To review the idea that we can show people how we feel inside by showing our feelings on the outside To review how we can guess how people feel from facial expressions, body postures, tone of voice and other overt cues.		Feelings Charts Completed Feeling Faces: Excited, Fine and Tired Excited, Fine and Tired Feelings Faces for each child Photographs: Excited, Fine and Tired
4	Lesson 5: Scared/ Afraid and Safe To discuss the idea that feelings can change To explain that feelings frequently have opposites To review concepts of Scared/ Afraid and Safe		Feelings Charts Completed Feelings Faces Scared/ Afraid and Safe as examples Scared/ Afraid and Safe Feelings Faces for each child Photographs: Scared/ Afraid and Safe Story: Lyn and the Big Scare



5	<p>Lesson 6: Cross/ Angry 1 To discuss the differences between feelings and behaviours To review the idea that all feelings are OK to have To introduce the idea that behaviours can be OK and not OK To help children being to discuss personal examples from their own lives</p>		<p>sFeelings Charts Completed Feeling Faces: Cross/ Angry as examples Cross/ Angry Feeling Faces for each child Activity sheet for each pupil Photographs: Cross/ Angry</p>
6	<p>Lesson 7: Cross / Angry 2- Recognising Angry To develop awareness of bodily and facial cues which indicate the feeling of anger in oneself and others To distinguish between internal and external cues for emotional states To informally introduce the idea of hiding feelings</p>		
7	<p>Lesson 8: Calm, Relaxed and Worried To relate abstract feeling concepts to personal experiences To introduce additional methods for calming down To review the feelings of Calm, Relaxed and Worried To identify physical signs of feeling worried or tense</p>		<p>Feelings Charts Completed Feelings Faces: Calm, Relaxed and Worried as examples Calm, Relaxed and Worried Feeling Faces for each child Photographs: Calm, Relaxed and Worried</p>
	<p>Lesson 9: PATHS Review Lesson 1 To review the emotions learned so far To provide practice with role-playing and observing emotional cues</p>		<p>Story: Winnie the Worrywart Feelings Charts Feeling faces for emotions so far</p>
Half Term			
8	<p>Lesson 10: Self control 1: Steps for Calming Down To explore different ways for gaining self-control To review the concept of Calming Down To discuss the Red Light (Stop and Calm Down)</p>	Home Activity	<p>Control Signals Poster Control Signals Poster: Teacher's Manual Song: Stop and Think (Optional)</p>
	<p>Lesson 11: Self control 2 - Learning Self-Control To Introduce the idea of self control as an internalised process</p> <p>To introduce the concept of using thinking to control one's behaviour</p>		<p>Paper plates (optional) Story: Thomas learns control</p>
9	<p>Lesson 12: Control Signals Poster 1 - Anger Management To continue teaching a process for self control To re-introduce the Control Signals Poster. Discuss Yellow (Make a plan) and Green (Go! Try my Plan) lights.</p>	Home Letter Home Handout x 2 Puzzle Home Activity	Control Signals Poster



	To discuss the idea of generating solutions(thinking about what to do) after calming down		
10	Lesson 13: Control Signals Poster 2 To demonstrate the use of the Control Signals Poster in following classroom rules To practice the Yellow (Make a plan) and Green (Go! Try my Plan) lights on the CSP.		Control Signals Poster (CSP) Lollipop stick puppets (optional)
11	Lesson 14: Cross or Angry 3 - Baxter and His Temper To discuss control over feelings of anger and related behaviour To provide an example of controlling one's temper using the 3 Steps for Calming Down To review other methods for calming down that the children have learned		Control Signals Poster (CSP) Story: Baxter and His Temper Pictures 14A – 14G
12	Lesson 15: Making Good Choices To practice attention and listening skills To show how impulsive decision making can lead to errors To demonstrate how taking time to gather information before taking action can improve the outcome. To introduce the idea that in every situation there are many possible responses but only some are good choices.		Control Signals Poster (CSP) Extended Yellow Light Poster Story: Mrs Mc Gregor's Missing Pies
13	Lesson 16: Problem Solving Meeting 1 To provide practice in problem-solving in groups To have the class solve a problem that has occurred in the classroom To set up a format for solving problems using the CSP To introduce the Postbox		Control Signals Poster (CSP) Extended Yellow Light Poster Postbox Problem you have written and put in the postbox Biography of Mother Teresa (Optional)
14	Lesson 17: Problem Solving Meeting 2 To provide further practice in problem solving in groups To review, as a class, the effectiveness of their prior problem solving solutions and to reconsider if necessary To solve another problem using the CSP		Problem solving list generated last lesson Control Signals Poster (CSP) Postbox
Christmas Holidays			
15	Lesson 18: Listening to others To emphasise the importance of using communication to prevent and solve peer conflicts To continue to promote positive classroom behaviour		Classroom Rules sheet Discovery page for each group



	<p>To discuss the idea of listening to others as an important part of getting on with others To practice good listening skills To encourage children to check out their ideas with their peers before acting upon them.</p> <p>Lesson 19: Fair Play Rules To introduce the concepts of fairness in peer relations Use the Fair Play Rules Poster (taking turns, following rules, refraining from teasing and boasting) To help children to take other's perspective To provide solutions for solving peer conflicts To promote co-operation in the classroom To discuss alternative solutions to the problem of deciding "who goes first".</p>		<p>Fair Play Rules Poster Decision Wheel</p>
16	<p>Lesson 20: Introduction to Manners: Why are they important? To encourage the use of good manners To introduce the concept of Polite and Rude manners To identify whether specific behaviours are good or bad manners To introduce the idea that things turn out better for people when they have good manners</p>		<p>Blank chart for compliments (Optional) Lotto boards, scenarios and tokens to place on boards (Optional)</p>
17	<p>Lesson 21: Shy and Lonely To differentiate feelings of Shy and Lonely To help children overcome anxieties in relating to others To develop many alternatives to handle these emotions</p>	<p>Home Activity Sheet</p>	<p>Feelings Charts Completed Feelings faces: Shy and Lonely as examples Shy and Lonely Feeling Faces for each child Photographs: Shy and Lonely Story: Jack and the Amazing Bean Stalk (Optional)</p>
18	<p>Lesson 22: Making friends - Baxter makes a New Friend To help children learn friendship making skills To provide practice with role playing To encourage positive social interaction skills</p>		<p>Story – Baxter makes a New Friend Pictures 22A – 22I Fair Play Rules Poster Activity sheet (Optional)</p>
19	<p>Lesson 23: Frustrated To introduce further differentiation of anger – frustrated To discuss appropriate vs. inappropriate behaviours</p>	<p>Home Activity</p>	<p>Uncomfortable Feelings Chart Completed Feelings faces: Frustrated as examples Frustrated Feeling Faces for each child Pictures 23A – 23C</p>



			Photograph: Frustrated
	Lesson 24: Being a Good Winner / Loser To emphasise ways to be a good winner or loser To have children take the perspective both of the child who loses a game and the one who wins the game.	Home Letter Home Handout	Fair Play Rules Poster List of things to say when you win or when you lose Activity Sheet (Optional) Control Signals Poster
20	Lesson 25: Problem Solving Meeting 3 To utilise the model of the CSP for group problem-solving To review and utilise the Fair Play Rules To provide practice in problem solving in a group situation		Control Signals Poster (CSP) Extended Yellow Light Poster Postbox
Half Term			
21	Lesson 26: Jealous and Content/Satisfied To illustrate that solving problems can result in a change in a one's feelings To encourage children to actively think about ways to change their feelings To introduce the concepts of Jealous and Content/Satisfied		Feelings Charts Completed Jealous and Content/Satisfied Feelings Faces as examples Jealous and Content/Satisfied feelings faces for each child Pictures 26A – 26E Photograph: Jealous and Content/Satisfied
22	Lesson 27: Like/ love, Dislike/Hate and Tolerance To introduce the concept of feelings intensity To discuss the idea that our feelings affect others To foster tolerance for what we don't like or hate To discuss why we should change or lessen strong feelings and how to do this		Feelings Charts Feeling Scale Photographs - Like/ love, Dislike/Hate
23	Lesson 28: Different Points of View To show that there is more than one way to see a situation To build social comprehension skills To informally problem-solve		Control Signals Poster Biography – Kanasha Johnson (Optional) Story - Gemma Brown (Optional) Pictures 28A – 28B



	<p>Lesson 29: Guilty To informally introduce the concept of responsibility To further emphasise the importance of self-evaluation To introduce the concept of Guilty</p>		<p>Feelings Chart Guilty Feeling Face Pictures 29A – 29B Photograph – Guilty Story – Joey’s Little Friend Sam</p>
24	<p>Lesson 30: Proud and Ashamed To build self-esteem and positive self-evaluation To contrast opposite feelings To review the concepts of Proud and Ashamed and identify situations when a person might feel these feelings.</p>		<p>Feelings Chart Proud and Ashamed Feeling Face Pictures 30A – 30C Photograph – Proud and Ashamed Biography of Rosa Parks (Optional)</p>
	<p>Lesson 31: Feelings Review 2 To review the emotions learned so far To provide practice with role-playing and observing emotional cues To review the idea that facial expressions and body cues communicate feelings</p>		<p>Feelings Charts Bag with 3 x 5 cards with one of all the emotions covered so far printed on. Small soft object CD player or radio</p>
25	<p>Lesson 32: Keeping a Friend – Baxter’s Challenge To encourage positive social interaction skills To introduce that all friends have some problems To explore the feelings frustrated and guilty and how they affect friendships</p>		<p>Story: Baxter’s Challenge Pictures 32A – 32H Fair Play Rules Poster</p>
Easter Holidays			
26	<p>Lesson 33: Making up with Friends To introduce the methods of resolving conflicts among friends To generate solutions for making up with friends To practice different ways of making up</p>	Home Handout	Control Signals Poster
27	<p>Lesson 34: Greedy/ Selfish and Generous To emphasise that our behaviour can affect the feelings of others To highlight how the feelings of others can affect our feelings and our behaviours To identify common situations when children could be greedy, selfish or generous</p>		<p>Feelings Charts Pictures 34A – 34F Story – Greedy Suzi Greedy and Generous Feeling Faces Photographs - Greedy/Selfish and Generous</p>
28	<p>Lesson 35: Surprised, Delighted and Disgusted To help children evaluate feelings based on situational cues</p>	Home Activity Sheet	<p>Feelings Charts Two Surprised Feeling Faces (one blue)</p>



	<p>To help children take another's perspective and consider consequences</p> <p>To review the concepts of Surprised and expectation and introduce the feelings of Delighted and Disgusted</p> <p>To reinforce the distinction between feelings and thoughts</p>		<p>and one yellow)</p> <p>Baxter picture from lesson 22</p> <p>Photographs: Surprised, Delighted and Disgusted</p>
29	<p>Lesson 36: By Accident and On Purpose</p> <p>To discuss the role of intentionality in identifying problems and feelings</p> <p>To review the distinction between situations that occur By Accident and those where something was done On Purpose.</p>		
30	<p>Lesson 37: Disappointment and Hopeful</p> <p>To introduce more complex emotions - the concept of Disappointment and Hopeful</p> <p>To continue to discuss OK and NOT OK behaviours</p> <p>Disappointment and Hopeful</p> <p>To informally discuss the idea that we can change the way we feel</p>	Home Activity Sheet	<p>Feelings Charts</p> <p>Disappointment and Hopeful Feelings</p> <p>Faces</p> <p>Photographs Disappointment and Hopeful</p> <p>Story Disappointed David</p>
31	<p>Lesson 38 Fair and Not Fair</p> <p>To help children understand some basic concepts involved in the area of justice or fairness</p> <p>To review feelings associated with concepts of fair and not fair</p> <p>To allow children to evaluate difficult social situations</p> <p>To show children how their thoughts are related to their feelings</p> <p>To help children to better understand the importance of control and intentionality in the cause of events</p>		
32	<p>Lesson 39 Curious/Interested, Bored, Confused, Confident</p> <p>To review the concepts of Curious/Interested, Bored</p> <p>To introduce the concepts of Confused and Confident</p> <p>To emphasise the motivational aspects of emotions</p> <p>To continue to contrast opposite feelings</p>		<p>Feelings Charts</p> <p>Feeling Faces - Curious/Interested, Bored, Confused, Confident</p> <p>Photographs - Curious/Interested, Bored, Confused, Confident</p>
Half Term			
33	<p>Lesson 40 Trying Harder - , Attributions of Success, Overcoming Obstacles – Perseverance</p> <p>To increase children's awareness of the causal relationship between effort and outcome</p> <p>To identify feelings that can be obstacles to success</p>		<p>Story: The Little Engine that Could</p> <p>Control Signals Poster</p>



	<p>To increase children's ability to persist when faced with obstacles to success</p> <p>To help children attribute success and failure to accurate causes</p> <p>To encourage children to keep trying despite boredom, disappointment, confusion or frustration</p> <p>To identify many ways to persevere when faced with a problem or conflict</p>		
34	<p>Lesson 41 : Malicious and Kind</p> <p>To discuss how feelings affect how people behave</p> <p>To illustrate some of the complexities of emotions in social interactions</p> <p>To encourage children to choose and contribute to a pro-social environment</p> <p>To define and encourage 'random acts of kindness'</p>	Home Activity Sheet	<p>Feelings Charts</p> <p>Malicious and Kind Feeling Faces</p> <p>Photographs Malicious and Kind</p>
35	<p>Lesson 42: Rejected and Included</p> <p>To help children better understand feelings resulting from perceptions of social interactions, evaluations by others and the need for attachments to others</p> <p>To illustrate how thoughts and attributes are related to feelings and behaviours</p>		<p>Feelings Chart</p> <p>Story – Nobody wants to play with Jane</p> <p>Photograph – Rejected</p>
36	<p>Lesson 43 Teasing</p> <p>To help children learn to anticipate possible consequences</p> <p>To help children develop a greater awareness and better understanding of the complexity of feelings</p> <p>To help children to understand why it's important to calm down and think</p> <p>To discuss the problem of teasing and its possible repercussions</p> <p>To practise strategies for self control, hiding feelings and apologising</p>		<p>Story – Hannah and the Problem that Escalated</p>
37	<p>Lesson 44: Problem Solving meeting 4: Bullying</p> <p>To define and identify bullying</p> <p>To identify feelings in response to being bullied</p> <p>To discuss what children can do if they are bullied</p> <p>To suggest problem solving as an alternative to bullying to accomplish goals</p>	Home Handout	<p>Extended Yellow Light Poster</p> <p>Dictionary</p>
	<p>Lesson 45: PATHS Review Lesson 2</p> <p>To identify the aspects of PATHS that the children felt were significant</p> <p>To allow children to share what is important for them</p> <p>To review concepts learned</p> <p>To help children think about the concepts of transitions and endings</p>		<p>Video camera (Optional)</p>



38	Lesson 46: Planning a PATHS Party To develop a plan for an end of year party To practise applying problem solving skills to a realistic , fun problem solving situation		Award certificates for each child and teacher