

# PATHS Year YR & 1 Scheme of Work



The recommended implementation of the PATHS programme is a minimum of 2 x 20 mins a week.

- PATHS Pupil of the Day daily (5 minutes).
- PATHS Lessons as outlined below
- Reinforce learned PATHS concepts during teachable moments throughout the school day

Wk	Lesson Objective	Parent Activity or Handout	Materials
1	<b>Lesson 1: Circle Rules</b> 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	<b>Parent Letter 1- 9</b>  <b>Parent Child Activity 1-11</b>	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: 1-25 to 1-31
	<b>Lesson 2: PATHS Animals:</b> To introduce children to the PATHS animals Children will understand how turtles use their shells for protection	<b>Parent Child Activity 1-41 and 1-43</b>	4 Puppets provided Cat and frog puppets/stuffed animals, Bag or box to put puppets in Extension Activities: 1-45 to 1-71
2	<b>Lesson 3: PATHS Pupil for Today</b> To establish the PATHS Pupil for Today activities as a fun daily routine Children will demonstrate responsibility as classroom helpers	<b>For PATHS Pupil for Today Parent Letter 1- 89 and 1-91</b>	Turtle puppet PATHS Pupil for Today Badge Two jars Cards with each child's name written on Compliment sheets 1- 93/ 1-95
	<b>Lesson 4: Compliments</b> 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		
3	<b>Lesson 5: We All Have Feelings</b> To help pupils understand other people's feelings To promote a sense of community Children will recognise that everyone experiences emotions		Turtle & Hedgehog Puppets Photos 5-1 to 5-6 Magazine pictures of facial expressions
	<b>Lesson 6: Happy</b> To define the feeling 'Happy'		Turtle, Duck & Hedgehog Puppets



	<p>To help pupils recognise the facial expressions and body cues associated with these feelings. To present common situations that cause people to feel happy Children will be able to accurately identify visual representations of the feeling Happy Children will be able to generate appropriate examples of things or situations that make them feel Happy.</p>		<p>Feelings Chart Yellow happy feelings face Photos 6-1 to 6-2 Drawings 6-1 to 6-4 Drawings of facial feature 2-25 to 2-29 cut apart Blank face template 2-23 Fake food item</p>
4	<p><b>Lesson 7: Sad</b> To define the feeling 'Sad' To help children recognise the facial expressions and body cues associated with these feelings. To present common situations that cause people to feel sad To help children understand other people's emotions</p>		<p>Puppets Blue sad feelings face Photographs 7-1 to 7-2 Drawings 7-1 to 7-4 Drawings of facial feature 2-49 to 2-53 cut apart Blank face template 2-47</p>
	<p><b>Lesson 8: Twiggle Makes Friends</b> To use a story to teach children several core pro-social behaviours associated with friendship and provide a visual representation of each. Children learn that playing together, sharing, helping each other are aspects of friendship</p>	<p><b>Parent Handout 2- 65</b></p>	<p>Puppets Book: Twiggle Makes Friends Friendship Poster 2-73 Drawings 2-67 to 2-71 photocopied and cut them in half to make puzzle pieces</p>
5	<p><b>Lesson 9: Compliments II</b> To develop pro-social skills. To enhance self esteem. To encourage children's support and respect for one another To help children recognize the positive feelings associated with giving and receiving compliments. <b>Sharing Happy and Sad Feelings (Extension activity) (Emotion sharing 1)</b> To provide children with an opportunity to share personal experiences Children will be able to generate an appropriate example of feeling Happy or Sad Children will share their experiences verbally with others</p>	<p><b>Parent Handout 2-83</b></p>	<p>Turtle Puppet Accessory for puppet eg glasses, scarf or hat 2 Compliments Posters 2-85 to 2-87</p> <p>Puppets – Turtle and Hedgehog Drawings 2-93 to 2-95</p>
6	<p><b>Lesson 10: Angry I</b> To define the feeling 'Angry' To help children recognise the facial expressions and body cues associated with this feeling.</p>	<p><b>Parent Handout 3-9</b></p>	<p>Hedgehog puppet Feelings Chart Blue Angry feelings face Drawings 10-1 to 10-3</p>



	To present common situations that cause people to feel Angry Children will accurately identify facial expressions and situational cause of the feeling Angry		Photos 10-1 to 10-2 Face template and facial features from Lesson 6
7	<b>Lesson 11: Scared or Afraid</b> 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
<b>Half Term</b>			
8	<b>Lesson 12: My Feelings</b> 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	<b>Parent Child Activity 3-57</b>	Turtle & dog puppets Drawings 12-1 to 12-4 Thumbs up 3-71
	<b>Lesson 13: Angry II</b> 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
9	<b>Sharing Angry and Scared Feelings (Emotion Sharing 2)</b> To provide children with an opportunity to share personal experiences Children will be able to identify different situational contexts in which these feelings occur To illustrate similarity of feelings among different people To foster a sense of trust and cohesion by sharing personal experiences		Puppets
10	<b>Lesson 14: Twiggle Learns to Do Turtle Part 1</b> 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.	<b>Parent Child Activity 4-23 and copy of take home book 4-25 to 4-35</b>	Turtle puppet Book “Twiggle Learns to Do Turtle”, copy of Do Turtle Sequence Cards on page 4-45 for each child,



	<p><b>Lesson 15: Twiggie Learns to Do Turtle Part 2</b>                  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</p>		Turtle puppet Book "Twiggie 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
11	<p><b>Lesson 15: Extension activities</b>                  Teaching Turtle reminders</p>		
12	<p><b>Lesson 16: Turtle Technique Review</b>                  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</p>	<b>Parent Handout 4-59</b>	Puppets Small pictures (3-25 from Lesson 10) Twiggie and Henrietta pictures Turtle Poster 4-63 Turtle stamp/stickers Do Turtle Sequence Cards - 4-65
13	<p><b>Lesson 17: Appropriate Turtles I</b>                  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</p>		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
14	<p><b>Lesson 18: Appropriate Turtles II</b>                  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</p>		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
<b>Christmas Holiday</b>			
15	<p><b>Lesson 19: Calm or Relaxed</b>                  To define the feeling 'Calm or Relaxed'</p>		Turtle puppet Small blanket or pillow



	<p>To help children recognise the facial expressions and body cues associated with this feeling.                  To present common situations that causes people to feel Calm or Relaxed and identify this as a comfortable feeling                  To connect the behaviour of calming down and doing turtle with feeling calm or relaxed.</p> <p><b>Sharing Feelings: Basic Emotions (Emotion Sharing 3)</b>  <b>Extension session</b>                  To provide children with an opportunity to share personal experiences and discuss situational contexts that cause these feelings                  To informally introduce the concept of comfortable and uncomfortable                  To reinforce the behavioural cues associated with for basic feelings and calm</p>		<p>Feelings Chart                  Yellow calm feelings faces                  Photos 19-1 to 19-2                  Drawings 19-1 to 19-3</p> <p>Turtle and Hedgehog Puppets                  Box or bag</p>
16	<p><b>Review of lessons 14 and 15 Twiggle learns to do Turtle</b>                  Continue reinforcement of the Turtle Technique  <b>Review of lesson 17 and 18 Appropriate Turtles 1 and 11 and Sharing Feelings</b></p>		
17	<p><b>Lesson 20: Sharing &amp; Caring 1</b>                  To provide children with an opportunity to share something meaningful                  To relate the concept of sharing to the concept of caring about others                  To define sharing in a positive context                  To provide situational contexts in which sharing occurs</p>	<b>Parent Handout 5- 9</b>	<p>Turtle &amp; Hedgehog puppets                  Real or artificial flower                  A joke, story or poem to share with the class                  Flower cut outs (one per pupil) for the transition activity</p>
18	<p><b>Lesson 21: Sharing &amp; Caring II</b>                  To help children understand that sharing is an important part of friendship                  To help differentiate between pleasure in greed and pleasure in sharing with others                  To provide children with an opportunity to experience the positive feelings associated with sharing</p>		<p>Turtle &amp; Dog puppets                  Back of sticker, erasers                  Set of PATHS Character Cards 5-19 to 5-21 for each child</p>
19	<p><b>Lesson 22 :Twiggle’s Special Day</b>                  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</p>		<p>Turtle puppet                  Story ‘Twiggle’s Special Day’                  Small soft ball                  cups and a box</p>
20	<p><b>Lesson 23: Advanced Compliments</b>                  To teach children how to give compliments that reflect quality of friendship or behavioural skill</p>		<p>Turtle &amp; Hedgehog puppets                  Friendship Poster                  Bean bag</p>



	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		
	<b>Half Term</b>		
21	<b>Lesson 24: Feelings Review</b> 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
22	<b>Lesson 25: Making Choices</b> 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	<b>Parent Handout 6-9</b>	Turtle puppet Toys Story: 'Twiggle Learns to Do Turtle'
23	<b>Lesson 26: Solving Problems</b> 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'.	<b>Parent Handout 6-19</b>	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"
24	<b>Lesson 27: Solving Problems with Friends</b> 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		Turtle, Duck, Hedgehog puppets Drawings 27-1a to 27-1d and 27-2a to 27-2d



	To encourage children to consider the feelings of others		
25	<b>Lesson 28: Comfortable and Uncomfortable</b> 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
<b>Easter Holidays</b>			
26	<b>Lesson 29: Different Types of Feelings</b> 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
27	<b>Lesson 30: Excited</b> 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
28	<b>Lesson 31: Tired</b> 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
29	<b>Lesson 32: Frustrated</b> 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.	<b>Parent Handout 7-57</b>	Hedgehog puppet Props: toy, shoe Photos 32-1 Drawings 32-1 to 32-2, 32-3a to 32-3c, 32-4 Blue frustrated feelings face



30	<p><b>Lesson 33: Proud</b>                  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</p> <p><b>Emotion Sharing Session 4</b>  <b>Sharing Feelings: Intermediate Emotions</b>                  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</p>	<p><b>Parent Child Activity 7-77 &amp; Parent Handout 7-79 to 7-89</b></p>	<p>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</p> <p>Hedgehog puppet</p>
31	<p><b>Lesson 34: Love</b>                  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</p>	<p><b>Parent Handout 8-9</b></p>	<p>Hedgehog &amp; Duck puppets                  Photos 34-1 to 34-3                  Yellow love feelings face</p> <p>Print the words "Love is Strong" on a large sheet of paper</p>
32	<p><b>Lesson 35: Worried</b>                  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</p>		<p>Turtle &amp; Dog puppets                  Photos 35-1 to 35-2                  Story "Tamara Feels Worried"                  Blue worried feelings face</p>
<b>Half Term</b>			
33	<p><b>Lesson 36: Disappointed</b>                  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</p>		<p>Turtle &amp; Dog puppets                  Photos 36-1 to 36-2                  Drawings 36-1 to 36-3                  Blue disappointed feelings face</p>





34	<p><b>Lesson 37: Jealous</b>                  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</p>	<p><b>Parent letter 8- 39</b></p>	<p>Turtle &amp; Hedgehog puppets                  Photos 37-1 to 37-2                  Drawings 37-1 to 37-3                  Blue jealous feelings face                  Story: The Hidden Toy</p>
35	<p><b>Lesson 38: Furious</b>                  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</p>		<p>Turtle &amp; Hedgehog puppets                  Photos 38-1 to 38-2                  Drawings 38-1 to 38-2                  Blue furious feelings face                  Story :The Hidden Toy</p>
36	<p><b>Lesson 39: Guilty</b>                  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</p>		<p>Turtle &amp; hedgehog puppets                  Photos 39-1 to 39-2                  Drawings 39-1 to 39-3                  Story: The Hidden Toy                  Blue guilty feelings face</p>
37	<p><b>Lesson 40 Generous</b>                  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</p>	<p><b>Parent Handout 8-81 to 8-97</b></p>	<p>Turtle &amp; Hedgehog puppets                  Photos 40-1 to 40-2,                  Drawings 40-1 to 40-2                  Yellow generous feelings face,</p>
38	<p><b>Emotion Sharing Session 5</b>  <b>Sharing Feelings: Advanced Emotions</b>                  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</p>		<p>Dog puppet</p>
39	<p><b>Choose two lesson from 41- 44</b></p> <p><b>Lesson 41 Review</b>                  To review all the feelings vocabulary learned in PATHS</p>	<p><b>Parent Letter-amended version</b></p>	<p>Turtle and Dog puppet                  Paper and pens                  Feeling faces sets for each child</p>



<p>To practice using long term memory          To provide an opportunity for children to list additional feelings vocabulary          To provide and illustration of how much easier something can be when people work together rather than alone</p>		
<p><b>Lesson 42 Saying Goodbye</b>          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</p>		<p>Turtle, Hedgehog and Duck puppet</p>
<p><b>Lesson 43: Ending and Transitioning</b>          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</p>		<p>Turtle and Hedgehog puppet          Excited , Sad and Proud feeling faces          Great PATHS Child Award for all pupils</p>
<p><b>Lesson 44: PATHS Party</b>          To review what has been learned in PATHS          To recall favourite experiences during PATHS          To think about the future and what the children are anticipating          To help children be aware of multiple feelings          To say goodbye to one another</p>		