

PATHS Year 4 Scheme of Work



The recommended implementation of the PATHS programme is a minimum of 2 x 30 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	Week of:	Lesson Objective	Parent Activity or Hand-out	Materials
1		Lesson 1: Formulating Classroom Rules To help children internalize the importance of having rules and a structure within a group To allow children to participate in the process of creating rules and a structure	Home Letter Home Notes Home Handout	Class Rules or rules provided Poster paper PATHS folder for each pupil Activity Sheet 1A.
		Lesson 2: PATHS Pupil for Today (Complimenting) To reintroduce the PATHS Pupil for Today procedure To review the concepts of calming down, recognising and verbalising feelings and using problem solving skills	PATHS Pupil for Today Letter for child chosen	2 containers Strips of paper with all pupils names written on Compliment list PATHS Pupil for Today Poster Activity Sheet 2A (Optional)
2		Lesson 3: Co-operative Learning Skills To emphasise communication skills in small group structures To appreciate the need for specific roles within a small group To learn the responsibilities of each role and to practise them in a small group		Activity Sheet 3A Poster of the Four Co-operative Learning Roles Classroom Rules poster from lesson 1
		Lesson 4: The Golden Rule To review why rules are important To facilitate the use of the 'Golden Rule' as a guide for solving problems		Group Activity Sheets 4A - 4D for each group Activity Sheet 4E for each child
3		Lesson 5: Listening to Others To practise good listening skills in a co-operative small group structure To help children think about things from another person's perspective		Class Rules Poster from lesson 1 Activity Sheet 5A (Optional)
		Lesson 6: Introduction to Feelings To introduce the concept of feelings To discuss why it is important to discuss feelings To introduce the feelings poster Introduce that some feelings feel comfortable and others uncomfortable		Feelings Poster

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		To discuss the idea that we can have more than one feeling at a time		
4		Lesson 7: Recognising and Controlling Anger To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others To help children recognise anger in themselves and others To distinguish between internal and external cues for emotional states To provide alternative ways to calm down		
5		Lesson 8: Control Signals Poster 1 To introduce a process for self control To introduce the Control Signals Poster (CSP) To discuss the Red (Calm down), Yellow (Make a plan) and Green (Go) lights on the CSP	Home Handout A4 Copy of CSP to take home	Control Signals Poster (CSP) Teacher's manual on CSP
		Lesson 9: Control Signals Poster 2 To continue practicing solving problems using the CSP To give pupils an opportunity to solve problems as a member of a group		CSP Activity Sheets 9A -9D
6		Lesson 10: PATHS Feelings Dictionary To facilitate and increase the use of emotion labels To increase the understanding of emotion concepts To provide a generalisation technique for using emotion concepts throughout the school year To introduce the idea of using a dictionary for emotion concepts To review and organisational strategy for classifying emotion concepts		PATHS Feeling Dictionary Activity Sheet 10A PATHS Reference Feelings Dictionary
7		Lesson 11: Feelings Intensity To introduce the idea that feelings can differ in strength To reintroduce the idea that not everyone feels the same way at the same time and that you can have more than one feeling at the same time.		Activity Sheet 11A PATHS Feeling Scale
		Half Term		
8		Lesson 12: My Own Feelings To practise using the PATHS Feelings Dictionary To practise making selections of feelings words, to practise planning ahead and to practise creative writing with feeling words.		PATHS Pupil Feelings Dictionaries Activity Sheet 12A?
9		Lesson 13: Playing by the Rules To emphasise communication skills during peer interactions To promote more effective conflict resolution		Classroom Rules Poster Fair Play Rules Poster

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		To help children take the perspective of others To discuss and practise ways of resolving conflicts that arise when rules are broken during children's games.		
10		Lesson 14: Solving an Important Problem To provide a biographical story in which a person stops, identifies a problem and comes up with a solution To illustrate the use of the Control Signals Poster for solving problems		Control Signals Poster Biography
11		Lesson 15: Avoiding Gossip To encourage social interaction skills To further develop perspective taking skills To define gossip and rumours and how it affects friendships To encourage children not to gossip		Poem: Avoid Gossip
12		Lesson 16: We are all Unique To emphasise that everyone is different and that this makes us all special To have children identify individual differences in their classmates and families To provide a biographical story in which a unique person perseveres in order to succeed To discuss the idea of persistence To discuss finding our unique potentials		Activity Sheet 16A Activity Sheet 16B Biography – Wilma Rudolph
13		Lesson 17: Best Friends Story – Part 1 To introduce the children to the ideas of co-operation , role-taking and problem solving. To encourage the children to critical thinking To reintroduce the concept of 'friend'. To introduce the concept of competition and co-operation.	Home Activity Sheet	Pictures 17A – 17C Best Friends Story – Part 1 Activity Sheet 17A
14		Lesson 18: Best Friends Story – Part 2 To introduce children informally to the important role of emotions as mediators of our thoughts and behaviours To demonstrate that our thoughts can affect how we feel and that our feelings change To introduce the concept of 'misinterpret' To introduce the concept of Rules.		Pictures 18A – 18H Best Friends Story – Part 2
		Christmas Holiday		

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15	<p>Lesson 19: Best Friends Story – Part 3 To introduce the concepts of self- control and planning To discuss the concept of a friend To discuss in greater depth the concepts of competition and co-operation.</p>	<p>Pictures 19A – 19G Best Friends Story – Part 3 PATHS Feeling Scale (See lesson11)</p>
16	<p>Lesson 20: Best Friends Story- Part 4 Friendship- Making up To consider and role play different ways of making up after a conflict has occurred in a friendship To introduce the concept that friends sometimes have problems in their relationships To introduce the concept of means-end thinking To provide initial practice in generating alternative solutions.</p>	<p>Activity Sheet 20A Best Friends Story – Part 4</p>
17	<p>Lesson 21: Making Good Decisions 1- Deressa’s Choice To encourage careful decision making To define peer pressure and how the power of friendship. may encourage harmful actions To discuss strategies to resist peer pressure.</p>	<p>Story: Deressa’s Choice</p>
18	<p>Lesson 22: Making Good Decisions 2 - Refusal Skills To practise specific strategies to resist social peer pressure.</p>	<p>Activity Sheet 22A</p>
19	<p>Lesson 23: Making Good Decisions 3 - Loni’s Challenge To encourage careful decision making To explore peer relations and social pressure and self identity To further discuss peer pressure and the importance of independent decision-making To discuss strategies to resist peer pressure</p>	<p>Story: Lonis Challenge – The Real Me</p>
20	<p>Lesson 24: Making Good Decisions 4 -Thinking Ahead To help children understand why it’s important to calm down and think To informally review different feeling concepts and the concept of On Purpose To discuss the concepts of making mistakes</p>	<p>Activity Sheet 24A PATHS Feeling Scale (from Lesson 11)</p>
	<p>Half Term</p>	
21	<p>Lesson 25: Alfie Learns a Lesson To discuss why it is important to listen to adults To further define and discuss being responsible To explore peer relations and taking responsibility for your own behaviour</p>	<p>Story : Alfie Leans a Lesson Activity Sheet 25A</p>

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22	<p>Lesson 26: Being Responsible To further define and discuss 'being responsible' To encourage careful decision making To explore the issue of taking responsibility for your own behaviour</p>		Poster paper on 'Responsibility' from Lesson 25
23	<p>Lesson 27: Being Responsible and Creating Change To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner To discuss the idea of persistence To discuss issues of fair and equal treatment of others</p>		Biography: Aung San Suu Kyi
24	<p>Lesson 28: Social Responsibility – A Class Project to Improve the School To increase children's awareness of social problems and how they can be solved To demonstrate to children how they can help others and create positive change To do something generous for the school</p>		Activity Sheet 28A
25	<p>Lesson 29: Problem Identification 1- Identifying the Problem To discuss how we know when there is a problem To introduce things to think about when we identify a problem To introduce Identifying the problem</p>		Control Signals Poster PATHS Display Sheet: Things to Think About When We Identify a Problem Story: Alfie Learns a Lesson (Lesson 25)
26	<p>Lesson 30: Problem Identification 2-Smart Vs. Confused To discuss thinking skills and the role of schooling To discuss issues in problem solving identification To review reasons why problems can be confusing</p>		Story: Alfie Learns a Lesson (Lesson 25)
	Easter holidays		
27	<p>Lesson 31: Problem Identification 3- Different Points of View To further explore the distinction between Smart and Confused To utilize the notion of being confused as a signal for figuring out problem situations To further discuss how different points of view affect problem identification</p>		Control Signals Poster DVD Segment: Different Points of View
28	<p>Lesson 32: Problem Identification 4 -Why Things Happen To promote a more complex understanding of the possible causes of an event</p>		Control Signals Poster

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		To discuss further how different points of view affect problem identification To reinforce the idea of taking time to understand why something might have happened		
29		Lesson 33: Goals - Identifying Individual Goals To encourage projecting ahead and thinking about the future To introduce the concepts of 'Goals' To provide practice in identifying individual goals	Home Activity Sheet	Pictures 33A – 33C Activity Sheet 33A – 33B
30		Lesson 34: Setting Positive Goals To encourage thinking about the future and projecting ahead To encourage development of positive goal-setting To set a short-term goal for pupil behaviour To introduce Deciding on a Goal		Control Signals Poster Extended Yellow Light
31		Lesson 35: Reaching Her Goal – Replacement Biography – Maggie Aderin Pocock To provide a biographical story in which a unique person perseveres to reach his/her goal To discuss the ideas of persistence To discuss 'trying hard to reach our goals'		Biography Maggie Aderin Pocock . PDF on Norfolk CD in Schemes of Work folder.
32		Lesson 36: Reaching Our Goals- Completing Homework To discuss issues related to homework completion To provide a model for considering obstacles and solutions in reaching a goal To encourage the development of positive goal-setting To set a short-term goal of homework completion for pupils		Activity Sheet 36A
		Half Term		
33		Lesson 37: Generating Solutions 1 To introduce the process of generating alternative solutions To encourage hierarchical classification of different types of solutions To encourage children to think of different types of alternatives vs. repeated enumerations of the same type To introduce 'Thinking of Lots of Solutions'		Control Signals Poster Extended Yellow Lights Poster (Lesson 34) Pictures 37A – 37B
34		Lesson 38: Generating Solutions 2 To provide further practice in generating solutions To teach children to generate many alternatives to problem situations To encourage children to think of different types of alternatives vs. repeated		Control Signals Poster Picture 38A Activity Sheet 38A

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		enumerations of the same type		
35		<p>Lesson 39: Thinking Takes Time – Quick and Thoughtful Solutions To provide a practical example of the idea that ‘Thinking Takes Time’ To show that often the first idea is not the best</p>		Pictures 39A – 39B
36		<p>Lesson 40: Coping with Difficult Problems To discuss specific situations which are out of one’s control to solve or determine the outcome To discuss specific ways to cope (change one’s feelings) when faced with difficult situations that are not controllable</p>		Activity Sheet 40A
37		<p>Lesson 41: PATHS Reactions and Review To encourage children to reflect on their memories of PATHS and to identify and share with the others, the aspects that they felt were significant To help children to think about the concepts of transitions and endings To review concepts learned in PATHS</p> <p>Planning a PATHS Party To practise applying problem-solving skills to a realistic, fun problem situation To develop a plan for an end of year PATHS celebration</p>		<p>Camcorder and DVD Player</p> <p>Award certificates created prior to lesson by teacher/teaching assistant</p>
Optional lessons				
	Appendix A	<p>Lesson 1: Moody, Grumpy, Furious and Complain To discuss the concept of intensity of affect To continue to use the hierarchical thinking for distinguishing feelings and behaviours To introduce the concept of synonyms</p>		<p>Feelings Chart Feeling Scale (Lesson 11)</p>
		<p>Lesson 2: Uneasy and Terrified To further demonstrate the concept of intensity of effect To introduce concepts of Uneasy and Terrified</p>		<p>Feelings Chart Feeling Scale (Lesson 11)</p>
		<p>Lesson 3: A Little Down, Sad and Depressed To further demonstrate the concept of intensity of effect To introduce concepts of A Little Down, Sad and Depressed</p>		<p>Feelings Chart Feeling Scale (Lesson 11)</p>
	Appendix B	<p>Lesson 1: Problem- Solving Meeting To provide practice in problem-solving in a group situation To have the class solve a problem that has occurred in the classroom To utilise the model of the Control Signals Poster for group problem solving</p>		<p>Control Signals Poster Postbox Problem selected from the postbox Teacher’s Guide</p>



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