

PATHS Year 6 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: PATHS Review and PATHS Pupil for Today - Complimenting To reintroduce the PATHS Pupil of the Day procedure To review the concepts of calming down, recognising and verbalising feelings and using problems solving skills	All pupils Home Letter Home Handout Home Notes PATHS pupil for Today Home letter	2 containers Strips of paper with all pupils names written on Compliment list Pupil for Today Poster
2		Lesson 2: All About Us To build communication within the class To help pupils become familiar with each other To re-introduce the Steps of Problem Solving To introduce the concept of stress		Activity Sheet 2A Pupil Handout Problem Solving Chart
3		Lesson 3: Reviewing the Problem-Solving Chart To review problem solving To model the steps of the Problem Solving Chart To discuss ways of calming down and handling stress		Pupil Handout – The 11 Steps for Problem Solving Problem Solving Chart Control Signals Poster (CSP)
4		Lesson 4: Learning a Way to Calm Down To discuss ways to handle stress To review a specific technique (breathing) for calming down To complete a Problem Diary		Problem Diary – Activity Sheets 4A and 4B Answer sheet to 4B
5		Lesson 5: More ways to Calm Down and Handle Stress To discuss the effects of stress on behaviour To reinforce the importance of self-control To discuss how stress levels are related to methods of self control To develop a list of ways to calm down for each classroom		Activity sheet 5A Pupil Handout Poster paper Situation Cards
6		Lesson 6: Making Good Decisions To encourage careful decision making To explore peer relations and social pressure and self identity To discuss peer pressure and the importance of independent decision-making To discuss strategies to resist peer pressure		Story – Under Pressure Activity Sheet 6A

PATHS Year 6 Scheme of Work



7	<p>Lesson 7: Getting Help from Others To encourage pupils to get help from others when they are faced with difficult problems To discuss the need to rely on others (especially adults) to solve some problems or get advice To have pupils identify people they can turn to when facing difficult problems</p>	Activity Sheets 7A and 7B
Half Term		
8	<p>Lesson 8: Study Skills- Part 1 To introduce the concept of study skills and their usefulness To introduce pupils to the four study skills they will need to learn about in this unit</p>	<p>Story – The Daydreamer – Part 1 Pictures 8A – 8E Group Activity Sheet 8A Activity Sheets 8B – 8C Teacher Game Cards Coin for flipping Pieces of paper with numbers on them for choosing the order of team play</p>
9	<p>Lesson 9: Study Skills- Part 2 – H.E.Y To provide study skills and classroom behaviour by increasing attentiveness To discuss reasons why it is difficult to pay attention To teach a specific procedure (H.E.Y.) for focusing attention</p>	<p>Story – The Daydreamer – Part 2 Pictures 9A – 9C Handouts 9A -9B</p>
10	<p>Lesson 10: Good Listening Skills To teach pupils the importance of good listening To have pupils discuss why good listening is so important and practise in class</p>	Story: Listen Up
11	<p>Lesson 11: Story – ‘Triple T’ To raise motivational issues in school performances To discuss why people do things (how feelings and ideas influence one’s behaviour) To discuss factors that motivate successful and unsuccessful approaches to school work</p>	Story: Triple T
12	<p>Lesson 12: S.E.T To teach pupils a way to get ready for approaching work To teach pupils the acronym S.E.T</p>	<p>Handout 12A S.E.T. Script Cards – one sheet for four actors</p>

PATHS Year 6 Scheme of Work



		To help pupils get ready for a task		Props for role play (See Script Cards)
13		<p>Lesson 13: Study Skills- Being Organised To teach pupils s to be better organised in school and at home To have pupils generate ideas on how to be better organised at school and home by evaluating their skills</p>		Activity Sheet 13A
14		<p>Lesson 14: Planning Ahead- A Biography and Class Project To provide a biographical story in which people identify a problem, set a goal and work hard to reach it. To demonstrate to children how they can use their study skills to set goals to create positive change To set a goal to do something generous or giving for the school/community</p>		Biography: Food from the Hood Problem Solving Chart
		Christmas Holiday		
15		<p>Lesson 15: What is Conflict? To discuss the concept and process related to interpersonal conflict To understand that conflict is a natural part of living To understand three different ways of conflicting: Okay conflict, negative conflict and violent conflict To understand the concepts of escalation and de-escalation of conflict To become aware of their own conflicts and those around them.</p>		A Sample of a Conflict Mind-Map Script – Matt and Linda (3 copies) Conflict Flowchart Activity Sheet 15A Post-It Notes
16		<p>Lesson 16: Conflict on the Court To discuss factors that escalate or de-escalate conflict To recognise that there are many factors that can escalate a conflict (eg. Put downs, disrespect, negative tone of voice, body language, crowd of bystanders To recognise that a person who encourages you to resolve your conflict is a better friend than one who encourages you to escalate them To be introduced to a conflict resolution process and the concept of apologising</p>		Story: Conflict on the Court Activity Sheet 16A
17		<p>Lesson 17: Conflict Resolution To discuss different ways of resolving conflict Pupils will understand the importance of negotiating win-win solutions to conflicts Pupils will understand the concepts of win-win, and lose-lose outcomes in</p>		Conflict Flowchart (Lesson 15) Sample 'Lose' Mind Map Conflict Resolution Grid Activity Sheets 17A -17D

PATHS Year 6 Scheme of Work



		conflict situations and be able to suggest examples of each		Shoe box with slot cut in top – Postbox Story: Marc and Keith
18		Lesson 18: Resolving Conflict To discuss a specific procedure for resolving conflict Pupils will learn five steps for negotiating conflict and be able to identify and use them in role-play		Handout 18A Pupils Script Cards Teacher Script Cards
19		Lesson 19: Stating the Problem To discuss the components of an 'I' statement as presented in Year 5 Pupils will be able to construct appropriate 'I' statements and be able to distinguish between an 'I' Statement and a 'You' Statement		Handout from Lesson 18 – How to De-escalate a conflict – Negotiate Story – Trouble Between Sisters Handout 19A Script – Anthony and Kieran Activity Sheets 19A – 19B
20		Lesson 20: Listening Thoughtfully To explore the role and skills related to being an effective listener during conflict situations Pupils will understand the important role the listener plays in de-escalating conflict – listening respectfully, hearing the truth, apologising when they've upset someone Pupils will understand the value in sometimes postponing a conflict or asking for outside assistance		Pupil Handout – How to make an 'I' Statement (Lesson 19) Pictures 20A – 20E Script for each pupil Activity Sheet 20A
Half Term				
21		Lesson 21		
22		Lesson 22		
23		Lesson 23		
24		Lesson 24		

PATHS Year 6 Scheme of Work



25		Lesson 25		
26		Lesson 26		
		Easter		
27		Lesson 27		
28				
29				
30				
31				
32				
		Half Term		
33				
34		<p>Lesson 28: Looking Back, Looking Forward To celebrate their own and others achievements during the past year To provide an opportunity to look forward to their new school and new experiences To recognise that change can be challenging and to identify the challenges and concerns around changing schools.</p>		Brick sized paper strips Poster paper Mini compliment sheets (A5)

PATHS Year 6 Scheme of Work



		To provide an opportunity for children to discuss worries and concerns associated with change		
35		<p>Lesson 29: Wall of Worries – Building a Foundation Children will recognise that change can be challenging and will identify the challenges and concerns around changing schools Children will identify how we can help ourselves and each other to cope with change in our lives Children will express their hopes and expectations for the next year in their new schools</p>		Poster paper Completed mini compliment sheets from lesson 28 Completed worry bricks from lesson 28
36		<p>Lesson 30: PATHS Reactions and Review To identify and share the aspects of PATHS that children felt were most significant To record and collate memories to make a memory book To review concepts learned during PATHS</p>		Large scrapbook for class
37		<p>Lesson 31: Planning a PATHS Party To develop a plan for an end of year PATHS celebration To practice applying problem solving skills to a realistic fun problem situation</p>		Award certificates – created prior to the lesson
38				
		Choose Unit A Number the Stars or Unit B Respect (Lessons 21 – 27)		
		<p>Lesson 21A Number The Stars To discuss the important elements of the novel To allow children a chance to work with skills gained through and discussion To give children a chance to complete a min research project on a subject which will further their understanding and the novel</p>		Number the Stars
		<p>Lesson 22A Number The Stars To offer children practice in perspective taking through writing activities</p>		Number the Stars
		<p>Lesson 23A Number The Stars To assist children in appreciating the complexity of certain decisions and to give them a chance to reflect on how they might respond to such situations</p>		Number the Stars



	<p>Lesson 24A Number The Stars To offer an exercise in taking on the voice of another and giving children the chance to practice speaking in front of a group</p>		Number the Stars
	<p>Lesson 25A Number The Stars To help pupils recognise the use of problem solving by the novel's main character</p>		Number the Stars 11 Problem Solving Steps
	<p>Lesson 26A Number The Stars To provide pupils with more opportunities to practice research and/or writing skills</p>		Number the Stars
	<p>Lesson 27A Number The Stars To allow pupils to synthesise their learning through the completion of a project related to the novel</p>		Number the Stars
	<p>Choose Unit A Number the Stars or Unit B Respect</p>		
	<p>Lesson 21B What is respect? To understand the importance of respect To know the meaning of respect and disrespect To know the importance of self-respect and respecting others To understand the importance of respecting the differences in others</p>		
	<p>Lesson 22B Respect in the Community To understand the importance of respect within their community To recognise examples of respect and disrespect within their community To understand the consequences for the community of respectful and disrespectful behaviours</p>		Magazines and newspapers
	<p>Lesson 23B Respecting Differences throughout the World- Musical Differences To enable pupils to value and celebrate cultural difference and diversity To understand the importance of respecting people from around the world Respect musical differences throughout the world To understand the importance of respecting similarities and differences between people regardless of the music they listen to</p>		
	<p>Lesson 24B Respecting Differences throughout the World – Food To enable pupils to value and celebrate cultural differences and diversity To understand the importance of respecting people from around the world To recognise the influence that other countries have on their daily lives,</p>		Activity Sheet 24A



		particularly their food consumption		
		<p>Lesson 25B Respecting Differences throughout the World- Where Do Our Clothes come From?</p> <p>To understand the importance of respecting people from around the world To develop an awareness of the poor working conditions that some factory workers experience in order to produce some of the clothes they wear To develop an sense of empathy and respect for the people who create our clothes</p>		
		<p>Lesson 26B Our Presentation 1</p> <p>To understand the importance of respecting people from around the world To partake in a group review activity To examine and identify the similarities and differences between their findings about the cultures of different countries To use the research gathered in previous three lessons to create a group project ready for presenting in Lesson 27</p>		
		<p>Lesson 27B Our Presentation 2</p> <p>To provide children with the opportunity to share their work with others To examine and identify the similarities and differences between their findings about their cultures of different countries</p>		
		Optional lessons		
		<p>Lesson 1: Control Signals Poster 1</p> <p>To revise the process for self-control To review the Control Signals Poster To review the Red (Calm Down, Yellow (Make a Plan) and Green (Go) lights on the Control Signals Poster</p>	<p>Home Letter Home Handout on Self Control</p>	<p>Control Signals Poster 3 Steps for Calming Down Poster Control Signals Poster – Teacher’s Manual</p>
		<p>Lesson 2: Control Signals Poster 1</p> <p>To continue practicing solving problems using the Control Signals Poster To give pupils an opportunity to solve problems as a member of a group</p>		<p>Control Signals Poster 3 Steps for Calming Down Poster Optional Lesson 2 Activity Sheet 2A – 2D</p>
		<p>Lesson 3: Problem Solving Meeting</p> <p>To provide practice in problem-solving in a group situation To set up a format for solving problems in the classroom</p>		<p>Control Signals Poster Postbox Problem selected from the</p>

PATHS Year 6 Scheme of Work



		To have the class solve a problem that has occurred in the classroom To use the model of the Control Signals Poster for group problem solving		Postbox Teacher's Guide
		Lesson 4: Solving Problems – Dear Problem Solvers To provide the practice in formal problem-solving in a group situation with a designated problem To teach pupils how to complete the Solving My Problem worksheet		Problem Solving Chart A problem from the Problem-Solvers ideas or write own Optional Lesson 4 Activity Sheet 4A