



Wk	Lesson Objective	Parent Activity or Hand-out	Materials
1	<p><b>Lesson 1: PATHS Review and PATHS Pupil for Today - Complimenting</b></p> <p>To reintroduce the PATHS Pupil of the Day procedure</p> <p>To review the concepts of calming down, recognising and verbalising feelings and using problems solving skills</p>	<p>All pupils</p> <p>Home Letter</p> <p>Home Handout</p> <p>Home Notes</p> <p><b>PATHS pupil for Today</b></p> <p>Home letter</p>	<p>2 containers</p> <p>Strips of paper with all pupils names written on</p> <p>Compliment list</p> <p>Pupil for Today Poster</p>
2	<p><b>Lesson 2: All About Us</b></p> <p>To build communication within the class</p> <p>To help pupils become familiar with each other</p> <p>To re-introduce the Steps of Problem Solving</p> <p>To introduce the concept of stress</p>		<p>Activity Sheet 2A</p> <p>Pupil Handout</p> <p>Problem Solving Chart</p>
3	<p><b>Lesson 3: Reviewing the Problem-Solving Chart</b></p> <p>To review problem solving</p> <p>To model the steps of the Problem Solving Chart</p> <p>To discuss ways of calming down and handling stress</p>		<p>Pupil Handout – The 11 Steps for Problem Solving</p> <p>Problem Solving Chart</p> <p>Control Signals Poster (CSP)</p>
4	<p><b>Lesson 4: Learning a Way to Calm Down</b></p> <p>To discuss ways to handle stress</p> <p>To review a specific technique (breathing) for calming down</p> <p>To complete a Problem Diary</p>		<p>Problem Diary – Activity Sheets 4A and 4B</p> <p>Answer sheet to 4B</p>
5	<p><b>Lesson 5: More ways to Calm Down and Handle Stress</b></p> <p>To discuss the effects of stress on behaviour</p> <p>To reinforce the importance of self-control</p> <p>To discuss how stress levels are related to methods of self control</p> <p>To develop a list of ways to calm down for each classroom</p>		<p>Activity sheet 5A</p> <p>Pupil Handout</p> <p>Poster paper</p> <p>Situation Cards</p>
6	<p><b>Lesson 6: Making Good Decisions</b></p> <p>To encourage careful decision making</p> <p>To explore peer relations and social pressure and self identity</p> <p>To discuss peer pressure and the importance of independent decision-making</p> <p>To discuss strategies to resist peer pressure</p>		<p>Story – Under Pressure</p> <p>Activity Sheet 6A</p>
7	<p><b>Lesson 7: Getting Help from Others</b></p> <p>To encourage pupils to get help from others when they are faced with difficult problems</p> <p>To discuss the need to rely on others (especially adults) to solve some problems or get advice</p>		<p>Activity Sheets 7A and 7B</p>



	To have pupils identify people they can turn to when facing difficult problems		
<b>Half Term</b>			
8	<p><b>Lesson 8: Study Skills- Part 1</b></p> <p>To introduce the concept of study skills and their usefulness</p> <p>To introduce pupils to the four study skills they will need to learn about in this unit</p>		<p>Story – The Daydreamer – Part 1</p> <p>Pictures 8A – 8E</p> <p>Group Activity Sheet 8A</p> <p>Activity Sheets 8B – 8C</p> <p>Teacher Game Cards</p> <p>Coin for flipping</p> <p>Pieces of paper with numbers on them for choosing the order of team play</p>
9	<p><b>Lesson 9: Study Skills- Part 2 – H.E.Y</b></p> <p>To provide study skills and classroom behaviour by increasing attentiveness</p> <p>To discuss reasons why it is difficult to pay attention</p> <p>To teach a specific procedure (H.E.Y.) for focusing attention</p>		<p>Story – The Daydreamer – Part 2</p> <p>Pictures 9A – 9C</p> <p>Handouts 9A -9B</p>
10	<p><b>Lesson 10: Good Listening Skills</b></p> <p>To teach pupils the importance of good listening</p> <p>To have pupils discuss why good listening is so important and practise in class</p>		<p>Story: Listen Up</p>
11	<p><b>Lesson 11: Story – ‘Triple T’</b></p> <p>To raise motivational issues in school performances</p> <p>To discuss why people do things (how feelings and ideas influence one’s behaviour)</p> <p>To discuss factors that motivate successful and unsuccessful approaches to school work</p>		<p>Story: Triple T</p>
12	<p><b>Lesson 12: S.E.T</b></p> <p>To teach pupils a way to get ready for approaching work</p> <p>To teach pupils the acronym S.E.T</p> <p>To help pupils get ready for a task</p>		<p>Handout 12A</p> <p>S.E.T. Script Cards – one sheet for four actors</p> <p>Props for role play (See Script Cards)</p>
13	<p><b>Lesson 13: Study Skills- Being Organised</b></p> <p>To teach pupils to be better organised in school and at home</p> <p>To have pupils generate ideas on how to be better organised at school and home by evaluating their skills</p>		<p>Activity Sheet 13A</p>



14	<p><b>Lesson 14: Planning Ahead- A Biography and Class Project</b>                  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
<b>Christmas Holiday</b>			
15	<p><b>Lesson 15: What is Conflict?</b>                  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><b>Lesson 16: Conflict on the Court</b>                  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><b>Lesson 17: Conflict Resolution</b>                  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 conflict situations and be able to suggest examples of each</p>		Conflict Flowchart (Lesson 15) Sample 'Lose' Mind Map Conflict Resolution Grid Activity Sheets 17A -17D Shoe box with slot cut in top – Postbox Story: Marc and Keith
18	<p><b>Lesson 18: Resolving Conflict</b>                  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</p>		Handout 18A Pupils Script Cards Teacher Script Cards
19	<p><b>Lesson 19: Stating the Problem</b>                  To discuss the components of an 'I' statement as presented in Year 5</p>		Handout from Lesson18 – How to De-escalate a conflict – Negotiate



	Pupils will be able to construct appropriate 'I' statements and be able to distinguish between an 'I' Statement and a 'You' Statement		Story – Trouble Between Sisters Handout 19A Script – Anthony and Kieran Activity Sheets 19A – 19B
20	<p><b>Lesson 20: Listening Thoughtfully</b></p> <p>To explore the role and skills related to being an effective listener during conflict situations</p> <p>Pupils will understand the important role the listener plays in de-escalating conflict – listening respectfully, hearing the truth, apologising when they've upset someone</p> <p>Pupils will understand the value in sometimes postponing a conflict or asking for outside assistance</p>		<p>Pupil Handout – How to make an 'I' Statement (Lesson 19)</p> <p>Pictures 20A – 20E</p> <p>Script for each pupil</p> <p>Activity Sheet 20A</p>
<b>Half Term</b>			
21	<b>Lesson 21</b>		
22	<b>Lesson 22</b>		
23	<b>Lesson 23</b>		
24	<b>Lesson 24</b>		
25	<b>Lesson 25</b>		
<b>Easter</b>			
26	<b>Lesson 26</b>		
27	<b>Lesson 27</b>		
28			



29			
30			
31			
32			
<b>Half Term</b>			
33			
34	<p><b>Lesson 28: Looking Back, Looking Forward</b>                      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.                      To provide an opportunity for children to discuss worries and concerns associated with change</p>		Brick sized paper strips Poster paper Mini compliment sheets (A5)
35	<p><b>Lesson 29: Wall of Worries – Building a Foundation</b>                      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><b>Lesson 30: PATHS Reactions and Review</b>                      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><b>Lesson 31: Planning a PATHS Party</b>                  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			
	<b>Choose Unit A Number the Stars or Unit B Respect (Lessons 21 – 27)</b>		
	<p><b>Lesson 21A Number The Stars</b>                  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><b>Lesson 22A Number The Stars</b>                  To offer children practice in perspective taking through writing activities</p>		Number the Stars
	<p><b>Lesson 23A Number The Stars</b>                  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><b>Lesson 24A Number The Stars</b>                  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><b>Lesson 25A Number The Stars</b>                  To help pupils recognise the use of problem solving by the novel's main character</p>		Number the Stars 11 Problem Solving Steps
	<p><b>Lesson 26A Number The Stars</b>                  To provide pupils with more opportunities to practice research and/or writing skills</p>		Number the Stars
	<p><b>Lesson 27A Number The Stars</b>                  To allow pupils to synthesise their learning through the completion of a project related to the novel</p>		Number the Stars
	<b>Choose Unit A Number the Stars or Unit B Respect</b>		



<p><b>Lesson 21B What is respect?</b>          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><b>Lesson 22B Respect in the Community</b>          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><b>Lesson 23B Respecting Differences throughout the World- Musical Differences</b>          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><b>Lesson 24B Respecting Differences throughout the World – Food</b>          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, particularly their food consumption</p>		Activity Sheet 24A
<p><b>Lesson 25B Respecting Differences throughout the World- Where Do Our Clothes come From?</b>          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><b>Lesson 26B Our Presentation 1</b>          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><b>Lesson 27B Our Presentation 2</b>                  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>		
<b>Optional lessons</b>		
<p><b>Lesson 1: Control Signals Poster 1</b>                  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><b>Lesson 2: Control Signals Poster 1</b>                  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><b>Lesson 3: Problem Solving Meeting</b>                  To provide practice in problem-solving in a group situation                  To set up a format for solving problems in the classroom                  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</p>		<p>Control Signals Poster                  Postbox                  Problem selected from the Postbox                  Teacher’s Guide</p>
<p><b>Lesson 4: Solving Problems – Dear Problem Solvers</b>                  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</p>		<p>Problem Solving Chart                  A problem from the Problem-Solvers ideas or write own                  Optional Lesson 4 Activity Sheet 4A</p>