



PATHS® Elementary
School Principal's Guide

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How to Use this Guide

The PATHS® Elementary School Principal's Guide was designed to assist you, your teachers, and school staff in providing a positive learning climate in your school. The materials and activities are to be used along with the classroom PATHS® Curriculum to promote PATHS® learning.

We hope that you utilize and enjoy this guide!



Social-Emotional Learning and Importance of School Leadership

In order for social and emotional learning programs to be *comprehensive and effective*, there must be an environment of formal and informal developmental instruction at every level of the learning community provided by well-trained teachers, principals and building staff. The *climate* needs to nurture the social and emotional development of students while involving all adults who have influence in the development of each child. *Leadership* is necessary to provide on-going support and direction for the PATHS® program and assist in the integration of social-emotional learning into the learning community.

Importance of School Leadership in creating a socially-emotionally healthy learning community

Research demonstrates successful implementation of social and emotional learning is dependent on *principals being heavily invested and involved* in the implementation.

Teachers and principals are not alone in the learning community. *All building staff members* influence the *overall atmosphere* of the school and the educational experience of the students. Guidance Counselors, Instructional Facilitators, Reading Specialists, Learning Support and Emotional Support staff, and nurses are pivotal to the success of students. These staff members can assist teachers by developing students' social and emotional learning through consistent modeling of the concepts outside the classroom. Every staff member who has contact with students must recognize and act on the important role they play in the emotional development of the children.

Ongoing adult learning supports a socially-emotionally healthy school district

Professional development not only means training - it also needs to focus on the learning advantages of collegial dialogue. School personnel are constantly looking for *fresh ideas* and *effective methods* of teaching and working with students. *New ideas* and shared experiences motivate staff members and builds confidence in their ability to integrate a new curricular focus. Personal connections with other staff members creates opportunities for discussion of successes, frustrations and questions. Critical insight and understanding results from effective professional development. The development of a healthy social and emotional classroom and school environment is an outcome of effective social and emotional professional development processes.



How Principals Can Use PATHS®

School-wide:

- Ensure that all building staff, including secretaries, custodians, nurses, guidance counselors, social workers, are knowledgeable about PATHS® and use PATHS® strategies such as Feelings Faces, Doing Turtle, and the Control Signals Poster.
- Ensure that after-school staff are knowledgeable about PATHS®.
- Use PATHS® Messages in the daily announcements.
- Initiate school wide PATHS® activities.

With Teachers:

- Use PATHS® strategies during school assemblies by asking teachers to remind students how to calm down before the assembly,
- Give compliments during staff meetings.
- Look for PATHS® lessons documentation on lesson plans.
- Observe teachers during PATHS® Lessons.
- Include PATHS® as part of the teacher evaluation process.
- Ask for anecdotes about PATHS® Lessons and student use of PATHS® skills

With Students:

- Recognize "PATHS® Kid of the Day" students and give frequent compliments to students.
- Hold weekly luncheons with the best "problem solvers" from each classroom.
- Use the Control Signals Poster or My Problem Page to discuss situations with students who are sent to the office for inappropriate behavior.
- Reinforce "doing Turtle" and "going to the Red Light."

With Parents:

- See the PATHS® and the Parent Connection page for ideas.



Practices That Promote PATHS® Implementation for Elementary Grades

In the Classroom

Planning for a PATHS® Lesson

- ✓ Are PATHS® lessons being modified to meet the class' interests and developmental levels? How?
- ✓ Are teachers prepared prior to teaching PATHS®?
- ✓ Are the lesson's goals and objectives reviewed?

During the PATHS Lesson

- ✓ Is the PATHS® lesson briefly introduced?
- ✓ Are there enough materials?
- ✓ Is there a good mixture of writing; story reading; and game/activity?
- ✓ Is there time for conversation and discussion?
- ✓ Is the lesson concept linked to other times of the day and/or school activities?

Environment

- ✓ Are the classroom rules posted and Feelings Faces (K-2) displayed?
- ✓ Are other PATHS® materials posted?
 - PATHS® Kid of the Day Poster
 - (K-3) Control Signals Poster (1-3)
 - Problem Solving Poster (4-5)



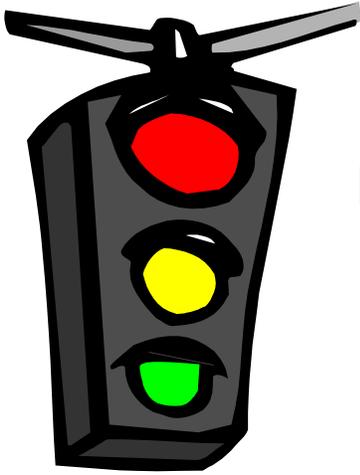
Modeling and Generalizing PATHS® Concepts Throughout the Day

- ✓ Are the calming techniques (Doing Turtle or using the Control Signals) referenced as problems or intense situations occur in class/hallway/cafeteria, etc?
- ✓ Is there emotional coaching throughout the day?
- ✓ Are students encouraged to express their feelings and feelings are validated?
- ✓ Are students coached in appropriate ways to interact with others and praised when they do?



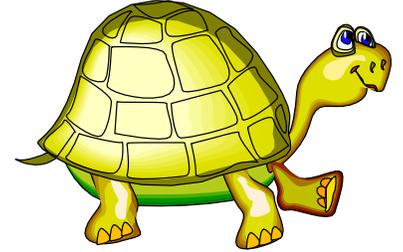
Building Wide Implementation

- ✓ Is PATHS® referenced in the morning announcements?
- ✓ Are students directed to a Control Signals poster throughout the school to regulate their behavior?
- ✓ Do school staff wear a set of Feeling Faces and use them?
- ✓ Do you have your own Control Signals poster in your office and refer to it when reviewing problems with student?
- ✓ Do you use the "My Problem Page" to help students sent to your office?
- ✓ Do school staff frequently and consistently use PATHS® language?
- ✓ Do you have a set of Feeling Faces and do you use them?



PATHS®

Morning Announcements



Below are many suggested statements that can be included with the morning announcements for your school. What better way to encourage PATHS® than to make it the last concept heard each morning?! Try wrapping up your daily announcements with "And lastly, our PATHS® thought for today is...."

1. School Rules: Why do we have school rules? What might a school look like if we didn't have rules? Today everyone you work with in the school will discuss the school rules with you.
2. Classroom Rules: Why do we have classroom rules? What would your classroom look like without rules? For the next few weeks your teacher will discuss classroom rules with you.
3. This week we are talking about rules. Rules help us to know what we are supposed to do. Rules create order and help us stay safe. Following the rules keeps us out of trouble and makes it easier for us to learn, make friends and have fun at school.
4. Our rules are: a. Be Respectful b. Be Responsible c. Be Safe
5. Today and every day is a good day to Turtle Up or use the Control Signal to calm down. Remember, you can make a good decision to stay calm and in control.
6. Mirror, mirror on the wall, Give a compliment and that's not all, Make it nice, make it kind, A deserving person is easy to find!
7. Today is "Give the _____ A Compliment Day" (i.e. teachers, lunch helpers, bus drivers, custodians, principal, school nurse, guidance counselor, etc.). Let's let them know how much we appreciate their help by giving them a compliment!

8. Not all conflict is a dangerous thing. There are three kinds of conflict: OK Negative, and violent. Strive for OK conflict - where everyone says what they want and why and no one says anything insulting or mean or does anything to hurt someone else.
9. A frown and a smile met one day, The frown was not able to stay, It faced the smile and ran away!
10. Today is feel comfortable day. Put on a smile and see if it helps to create a comfortable feeling!
11. The word of the day is "rules". Remember to follow your classroom rules and rules to be good citizens.
12. Remember that there are many kinds of compliments. Compliments can be about how a person looks, the things they have, the things they do, and the way a person is. Challenge yourself to give at least one of each of these compliments today.
13. Good manners make us feel comfortable. Try to remember to be polite in the halls, cafeteria, classrooms, and playground. When we are polite people like to be around us.
14. Wouldn't it be a wonderful world if everyone followed the Golden Rule? Let's show the world how to do it by treating others the way we want to be treated.
15. Remember your Fair Play Rules today. Don't forget to take turns, follow the rules, and to refrain from teasing or bragging. Good sportsmanship is just as important as winning.
16. In PATHS®, we practice saying positive words to each other by giving compliments. A compliment feels as good to give as it does to receive. Today, remember to give compliments to your teacher, friends, and adults in your life.
17. The Golden Rule helps us to choose to do the right thing. Putting yourself in another person's place before taking any action towards them helps you choose to do the right thing. Treat others the way you want to be treated.
18. Our feelings are as much a part of us as our hands, feet or hair. Feelings, while on the inside, often show on the outside. All people have feelings. Keep your eyes open today and look for feelings.
19. Doing Turtle or touching or thinking about the control signals when you begin to feel uncomfortable are two ways you can control your own behavior. Our school and

our classrooms have reminders about self-control and many of you have made your own personal control signals. See how many control signals you can find today!

20. Playing fair is important whether you are the winner or the loser of a game. Playing fair means taking turns and following the rules. But it also means being a good sport! Congratulate the winner instead of being angry about not winning. Remember, it's only a game. Challenge the winner to another game and go out there and do your best!
21. We all have two kinds of feelings ~ comfortable and uncomfortable. Comfortable feelings are represented by the color yellow. YELLOW makes us think of sunshine and happy play times. Make today your yellow day. Put a smile on your face and look for the color yellow all over our school.
22. Sometimes saying "I'm sorry" seems to be too hard to do. Maybe you can apologize in different ways - shake hands; share something, or give a compliment.
23. Sharing isn't always easy. Sharing parts of yourself; your ideas, feelings, even your time, is a big part of growing up. It is considering OTHER'S needs and wants. Today, try sharing part of yourself with someone.
24. Refuse to fight! People fight with words as well as with their hands. Walk away when you are teased or someone dares you to do something you know is wrong. Find an adult to help you solve your problem. Refuse to fight!!
25. You may be able to hear, but do you REALLY listen to what others are saying. Good listeners focus, they concentrate on the speaker and what is being said. They sit still and STAY still until the speaker is finished. Try hard to really listen to one person today.
26. Good manners are GOOD for you! They almost always come with a smile and sometimes even a hug. They are like boomerangs, when you send them out with good intentions, they nearly always come back the same way. Send out your good manners today!
27. Rules; they seem to be everywhere we are! There are body rules, behavior rules, eating rules, playing rules; rules for everything we do! Following the rules keeps us safe, keeps us out of trouble, and helps us to learn. Rules are a very important part of everyone's life!
28. There is nothing wrong with wanting to be first, but not every time! There is nothing wrong with wanting to be the leader, either. But not every time! It is important to take turns - it's only fair!

29. Have you ever heard the saying "To HAVE a friend, BE a friend?" You can make new friends, one friend at a time. Be the first one to put on a smile and say "Hi! My name is _____." Get to know some new people and make more friends.
30. Inside each one of us is something like a tiny little thermometer that constantly measures our anger levels. When you first begin to feel upset, remember to look inside at your anger thermometer. If the red is rising, STOP, TAKE SOME SLOW, DEEP BREATHS, and check your thermometer once more. Keep breathing slowly and then check it again. If the red has gone back down, you are the winner in the game of self-control!
31. "You have to expect things of yourself before you can do them" - Michael Jordan. Think about your goals and create a plan to achieve them - expect success.
32. "The strong man is the man who can stand up for his rights and not hit back" - Martin Luther King, Jr. Choosing not to fight takes much more courage than fighting. Be courageous.
33. Make a new friend today. Offer to help someone, or sit next to someone you don't know very well. You may create a great new friendship.
34. Today is Rules Review Day. Spend a few minutes today thinking about classroom, hallway, and cafeteria rules. Try your hardest to follow those rules and help create a positive school atmosphere.
35. It's "Turtle Day!" Remember to use your shell to help you stay in control. Older students, help the younger kids out by reminding them to "Turtle Up."
36. Remember your manners today! Try your hardest to be polite and well-behaved! Use words like, please, thank you, excuse me, and I'm sorry, when you should.
37. Today is Personal Responsibility Day. Plan ahead for what you need. Write down all of your homework assignments and double check that you take it all home with you tonight.
38. Compliment yourself today! Take a moment to think about the wonderful things about you! If things get tough at any time today, remember the things you think about right now. Everyone has greatness in them.
39. Remember that everyone has feelings and that ALL FEELINGS ARE OKAY. It's what you do about your feelings that can be okay or not okay. Today try your best to choose only okay behaviors.

40. Play by the rules! Remember that a good sport is someone that people will want to play with. Follow the Fair Play Rules: Take turns; follow the rules; don't tease or brag, and treat others the way you want to be treated.
41. How do you feel? Remember that all feelings are okay - comfortable, uncomfortable and private.
42. Listening is the best way to prevent or solve problems. Be a good listener. Look at the person speaking, don't interrupt them, pay attention to what they are saying and think about what they are saying.
43. Help create a safe and happy school. How? Stop gossip! If a story doesn't involve you, don't listen to it and don't tell it!
44. You can reach your goals! Think about something positive that you want to accomplish today...remembering all of your homework; using good manners; following the rules in your classroom. Make it your goal and work hard to achieve it - you can succeed!
45. Try and try again. Remember that the last step of the Control Signals is "Evaluate - how did I do?" Think about how your plan worked or didn't work to solve your problem. If you need to, go back to the Red Light and start over. A winner is someone who keeps trying when things don't work the first time.
46. No one likes to feel left out. Remember to include others in your activities during the day. Two or more heads are always better than one!
47. Try and try again. It's important to remember that most problems are not solved on the first try. Just like an athlete who might need to swing at a couple of pitches before hitting one out of the park, you may need to try a few plans before a plan finally works. Keep trying, you may hit your own homerun.
48. When you feel yourself losing control try even harder to calm down. There are many ways to calm down, find one that works for you and use it! Take deep breaths; count to 10; tell yourself to calm down; picture a relaxing place in your mind; make a list of self-compliments are all examples of ways to calm down.
49. It's important to know that you can turn to someone for help in a tough situation. Think of the people who would best help you without causing more problems. Think about friends, school staff, and people in your neighborhood that would be trusted to help you solve your problems without causing any more trouble.
50. Never feel like you have to do something you don't want to do. You can use your refusal skills to get out of a tough situation. Some examples of refusal skills are to say no and explain why; suggest another idea or change the topic; say no and walk

away. You can always stand up for yourself against pressure if you use your refusal skills

51. It's important to think about consequences. Consequences, or what will happen as a result of something you do or don't do, can be positive and negative. To think about what might happen next you need to anticipate and evaluate. Think ahead and be realistic about what may happen
52. Sometimes it is hard to meet new people because we feel shy. When we feel shy, we feel uncomfortable and have difficulty talking to others and making friends. When you're shy you're uncomfortable. What does being uncomfortable feel like? What does that look like?
53. We all like to have friends. One reason we all want friends is because of the way it makes us feel. Can you describe how it feels when you have a friend?
54. What is a friend? Can you come up with some ideas of what a friend is to you? A friend can be someone you share things with. A friend can be someone you trust.
55. Sometimes we wish we had a friend to play with. When we are feeling this way, we feel lonely. How do you think lonely looks? If you see someone who looks lonely, what can you do to help him or her?
56. This week we have been talking about friends. Tell your friend today-Thank you for being my friend. Make a new friend today.
57. What does good listening look like? If you are telling a story and you want people to listen, what does it look like? What are their eyes doing? What are their mouths doing? What might you say afterwards to let you know that they were listening to you?
58. How does it feel when someone has listened to what you have to say? How does it feel when you realize no one is listening to what you have to say?
59. When two people are talking at the very same time, they cannot listen to each other. In school, we raise our hands and wait to be called on so that everyone has a chance to be listened to. (Review the listening skills that we have discussed this week)
60. When we are listened to we can acknowledge this by saying to someone, thank you for listening to me. Good communication skills mean that we let the other person know that we heard what they had to say.

61. Have you been listening this week in your classrooms? In your school? Have you been following the rules? Can you say to yourself, I have followed the Golden Rule: Do unto others what you would have others do unto me.
62. Do you know what the colors mean? Red is (calm down), Yellow is (make a plan), Green is (go). We use these signs as a reminder of how to practice self-control. Your classroom teachers will be reviewing or teaching you how to use these posters.
63. Self-control means that we are responsible for controlling ourselves and our actions. We learn how to control ourselves under a lot of different circumstances, when we're mad, when we're anxious etc. Use Control Signals to help you control yourself.
64. Self-Control is difficult for all of us. When we are not in control we feel uncomfortable and we often act without thinking first. Learning how to be in control means that we learn how to stop and calm down first.
65. There are many ways to calm down. Can you think of some ways to calm down? What did you do to calm down the last time you were upset? Did you take a deep breath? Did you walk away?
66. Yesterday we talked about ways to calm down. Did you think of these strategies: Go and sit down somewhere, take deep breaths, fold your arms, put your hands in your pockets, walk away, count to 10, stand very still, think of nice things, say things to yourself like "stay cool" or "calm down"
67. Everyone has feelings, but we don't usually feel the same things at the same time. Also, at some point, we've all experienced all of the different feelings, but not necessarily in the same ways or to the same degree.
68. All feelings are okay to have. Some feelings are comfortable and some feelings are uncomfortable. Sometimes we have feelings that we don't want to share; those feelings may be comfortable or uncomfortable.
69. You can have two or more feelings at the same time. For example, sometimes we feel excited because we are going to do something new...but we also feel nervous because we aren't sure if we will like the new experience.
70. All of the classrooms in the building have feelings posted. When you feel a certain way look at the feeling chart or at your feeling face cards. Can you name the feeling? Look at the word. Learn to name your feelings. Bored, happy, sad, generous, calm, etc.
71. Manners are behaviors. Manners can be good. You have good manners or manners can be bad. An example of a good manner is: Saying thank-you. An example of a bad

manner is pushing someone in line. This week, we will look at good manners that we should be practicing at school.

72. Today's good manner is polite. The word is spelled POLITE. Can you think of a time when you were polite? One example of being polite is letting someone go ahead of you in line.
73. Waiting your turn is the good manner for today. How does it make you feel when you have good manners? With many students in your classroom or in the school, we often have to wait our turn. When we wait for our turn everything runs more smoothly.
74. Today's good manner is thank-you. Many students say thank-you when they get their breakfast or lunch in the morning. Many students say thank-you when they get a _____ on their birthday from their principal. When you say "thank- you"-often the response from the other person is "your welcome."
75. What are good lunchroom manners? Following the lunchroom rules. Cleaning up your area. Not talking when you have food in your mouth. Taking your turn, lining up in an orderly fashion.
76. This week we are going to talk about compliments. Compliments are nice things that we say to someone to make them feel good. There are different kinds of compliments. For example, the way people look. I like your new hair style. Can you compliment someone today about the way they look?
77. Today's compliment is about what people do. For example, your friend opened the door for someone who is carrying a lot of books. You say to your friend "that was nice of you to open the door. You're helpful to other people." How do we feel when we give a compliment?
78. Today's compliment is about what people do. You spend time working in a group with a new student. At the end of the work period you say, "I'm glad we worked together today. It was fun." Compliment someone today for what they do.
79. Today's compliment is about something people have. For example, "I like your new shirt." or "Your new sneakers look great on you." How does it make you feel to give a compliment like this? How does it make you feel to receive a compliment like this?
80. Remember a compliment is a nice thing we say to someone to make them feel good. How many compliments did you get this week? More importantly, how many compliments did you give this week?

81. After you calm down, the next thing you might want to do for some problems is find out how you feel or if it's a conflict with another person, find out how they feel about the problem. This is the first step in solving a problem. This is Yellow Light.
82. Once you know what the problem is, begin to solve the problem by thinking or writing down some solutions. After you make or think of a list, pick one of the solutions that you want to try. This is the Green Light section of the poster.
83. Some solutions to the problems we have don't always work. If the first solution you had didn't work, try another solution.
84. Remember that all solutions to problems should have a positive outcome. Solutions to problems that might hurt other people are unacceptable.
85. Let's review. All week we have talked about solving problems using the Control Signals Poster. Remember: Calm down (Red), Think of possible solutions (Yellow), Try one of the solutions (Green).
86. Today's feeling word is happy. Happy is defined as being joyful or cheerful. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Happy is spelled HAPPY.
87. Today's feeling word is bored. Bored is defined as being uninterested or tiresome. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Bored is spelled BORED.
88. Today's feeling word is Angry (Mad). Angry is defined as being incensed or enraged. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Angry is spelled ANGRY.
89. Today's feeling word is generous. Generous is defined as being liberal in giving or sharing etc. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Generous is spelled GENEROUS.
90. Today's feeling word is calm. Calm is defined as being peaceful or quiet. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Calm is spelled CALM.
91. Today's feeling word is frustrated. Frustrated is defined as the feeling of discouragement. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Frustrated is spelled FRUSTRATED.
92. Today's feeling word is selfish. Selfish is defined as being concerned only with yourself. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Selfish is spelled SELFISH.

93. Today's feeling word is envious. Envious is described as wanting something that someone else has. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Envious is spelled ENVIOUS.
94. Today's feeling word is safe. Safe is being secure from harm or danger. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Safe is spelled SAFE.
95. Today's feeling word is surprised. Surprised is the way we feel when something happens that we didn't know would happen. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Surprised is spelled SURPRISED.
96. Today's feeling word is embarrassed. Embarrassed is the way we feel when we do something or when something happens and we think that other people are going to laugh at us or think badly about us. Sometimes we feel embarrassed when we make mistakes or when we do something foolish. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Embarrassed is spelled EMBARRASSED.
97. Today's feeling word is tired. Tired is when we feel worn-out or feel like we don't have much energy left. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Tired is spelled TIRED.
98. Today's feeling word is greedy. Greedy is when we want to have everything all for ourselves. When we feel greedy, we feel very strongly that we want to get as much as we can for ourselves, even if we don't really need it. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Greedy is spelled GREEDY.
99. Today's feeling word is worried. Worried is the way we feel when we think that something bad might happen, when we are afraid that we are going to get into trouble, or when we have a problem that is bothering us. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Worried is spelled WORRIED.
100. Today's feeling word is hopeful. Hopeful is the way we feel when we really want something and we think that we may get it. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Hopeful is spelled HOPEFUL.
101. Today's feeling word is proud. Proud is the way we feel when we do something we feel especially good about or when we have to do something that makes us feel really special. Look at the feeling chart or at your feelings card. What does it look like? Have you ever felt this way? Proud is spelled PROUD.

102. There are three things to remember so you can play fairly with each other. First, everyone takes turns in games and everyone gets a chance to play. Second, playing fair means following the rules. Third, do not tease or brag/boast.

103. Yesterday we talked about the three rules for playing fairly. The third rule was about not teasing or bragging/boasting. Do you know what bragging/boasting is? Bragging/boasting is saying things like, "I'm winning, I'm better than you-ha, ha!" Don't brag/boast-play fair!

104. Playing fair can make games a lot of fun. Remember one of our important rules. Everyone takes turns and everyone plays. Did you follow this rule in the last game you played?

105. We have already talked about following rules. When you're playing a game, the second rule for fair play is to follow the rules.

106. When we decide if something is fair or unfair we first think about what is happening. Then we decide if it was fair or not. Unfair and not fair mean the same thing.

107. Sometimes it is easy to decide if something is fair. Other times it is not very easy to decide. To help you decide you can say to yourself-"How would I feel if that happened to me?"

108. Can you think of a time that you were treated unfairly? How did you feel? What did you do?

109. Can you think of a time when you were treated fairly? How did that make you feel?

110. You're... my friend, my companion, through good times and bad, my friend, my buddy, through happy and sad, beside me you stand, beside me you walk, you're there to listen you're there to talk with happiness, with smiles, with pain and tears, I know you'll be there, Throughout the years!

111. Friends are those rare people who ask how you are and then wait to hear the answer.

112. I had a box of crayons, All shiny, straight and new. I lent a friend one crayon, And...oops...it broke in two! My friend said she was sorry But I said "I don't care, 'cause now we both can color with one crayon...we can share!"

113. A good manner is saying good morning when someone says good morning to you.

114. A good manner is saying thank-you. Try to remember to say thank-you today.

115. A good manner is saying please. Practice saying please today.

116. A good manner is taking your turn. Remember to take your turn today.
117. A good manner is cleaning up after yourself. Make sure you clean up after yourself in the lunchroom, in your classroom, and at home.
118. This week we are going to ask for compliments about what people do. For example, your mother made you breakfast. Give her a compliment and say thank- you. Share a compliment about what people do and we will mention them on the morning announcements all week.
119. Make it a goal to make a good friend last a long time.
120. I wondered why somebody didn't do something; then I realized that I was somebody.
121. It's good that we are all so different. It makes life more interesting.
122. Be happy with what you have and you will have plenty to be happy about.
123. You always help yourself when you help others.
124. Our choices help decide what will happen next in our life.
125. You can be a positive role model.
126. You cannot do a kindness too soon, for you never know how soon it will be too late.
(Ralph Waldo Emerson)
127. It's not hard to make choices when you know what character traits are important to you.
128. We can learn from our differences, and we can celebrate what makes each of us special. Today, celebrate all our wonderful differences by seeing what's wonderful in others.
129. Today remember this: No matter how young you are, you can make a difference in the world.
130. It is important to listen to the good advice of those who care, so you can make choices that will help you find your own happy ending.
131. Being a positive role model just means that you set a good example for others to follow.
132. Today, be a positive role model by helping a younger student or setting a good example for your classmates or choosing the right thing even when it's hard to do.

133. It's never too soon to show kindness to others. Today, do your part to create a more caring school by doing two simple things: don't stand for bullying and look for ways to be kind to others.

134. Give a friend a compliment today and ask them to pass along a compliment to another person at school. Let's see how far we can "pass along the positive"!

135. Twiggle, Daphne, Duke and Henrietta know that it feels good when friends help each other, care about each other, and share with each other. Pick a friend to share with today and see how good it can make you and your friend feel!

136. Today is helping day! Choose a helpful thing to do for someone at school today.

137. Kindness is something we show to people when we help them and care about them. Kindness is contagious! Choose someone at school today to help and pass along the kindness.

138. Talking to others in a positive way helps us learn more and understand more about that person. Today, talk to someone in your class who you don't know as well. See what you can learn about each other.

139. Today is Terrific Tuesday! Help someone today and show that person how terrific Tuesday can be.

140. Today is Fantastic Friday! Give someone a compliment at school today and help them have a fantastic day.

141. When we show kindness, we receive kindness. What a great win-win situation! Do something kind and helpful for someone at school today and feel that win-win positive.

142. Take a moment and think of something positive you did for someone this week- maybe you helped a friend at school, maybe you held the door open for someone who had their hands full, or maybe you helped someone on the playground. Think about how it made you feel. When we give to others, it not only makes them feel good, it makes us feel really good inside too. Do a kind deed today and feel the positive power!

143. Remember talking a deep breath and calming down is the first step to solving any problem. The more we practice using self-control, the easier it becomes to talk about and solve problems. Find a friend or teacher today and practice a few deep breaths.

144. Students... do you know someone who has trouble calming down? Doing turtle or going to the red light to calm down is the first step to good problem solving. Let's celebrate all our good problem solvers today! When you see someone calming down, give them a thumbs up and a smile. Let's have a great problem solver day today!

145. Talking about our feelings is a wonderful way to learn about and understand ourselves and our friends better. Today, let's listen to see if we can hear all the ways our friends and teachers talk about feelings. How many feelings words can you hear today?

146. All feelings are OK! It is what we do with those feelings that can be good or bad. Uncomfortable feelings like sad, mad, frustrated, disappointed, scared are things that we sometimes feel. The important thing is to choose positive ways to express or show our feelings. Positive ways to express uncomfortable feelings might be to talk to someone, take deep breaths to calm down, take a break from the situation, and ask for help... Remember, using the control signals poster or doing turtle can help us handle our uncomfortable feelings in positive ways.

147. Compliments are saying something nice about someone. When we compliment our friends, they feel good about themselves. PATHS® Kid of the Day is one way to compliment our friends and make them feel special, but we can compliment others during the day and spread those good feelings around. How many friends can you compliment today? All those good feelings will help to make our school a wonderful place to learn.

148. Making a new friend can sometimes be hard. You might wonder, "what do I say to a new person?" Complimenting someone is a nice way to start a conversation. Saying, "wow! You're really good at throwing a ball or skipping rope. Can I play too?" Sometimes gets the conversation going and a new friendship started. Having a conversation starter or two is helpful. Ask one of your friends today what they do to meet a new friend and then you might learn another strategy in your back pocket.

149. Did you know that compliments not only make the person receiving the compliment feel good, but the person giving the compliment ends up feeling good too. When you do something nice for someone else, you might end up realizing that not only are they happier, but so are you. It's like giving a gift to someone else AND a little gift to you at the same time. Today, give a compliment and get happier too!

150. How many times do we hear the word 'Listen'? Listening to each other is a very important skill! When someone listens to us, we know that they care about us. In PATHS® time, we learn that listening to each other is just as important as being able to talk about ideas, feelings, and share information. If no one listens, we cannot solve problems. If no one listens, we cannot share ideas. If no one listens to us, we do not feel valued. Remember, we have 2 ears and only one mouth. We need to listen twice as much as we speak. Listening helps us to understand things better and it helps to let the other person know that we care what they have to say. So, listen up today!

151. Solving problems as a group can sometimes be hard. Everyone wanting their own way, no one listening to each other...it can be frustrating. In class, we work together to solve problems all the time using the control signals poster as a way to remember the problem solving steps. Remember, the next time you are with your friends and are trying to solve a

problem, try using the CSP. I works when you have a problem and it will work if you're group is trying to solve a problem too.

152. In PATHS® time, we have a Fair Play poster. Our first rule is everyone takes turns. The second rule is everyone gets a chance to play. The third rule is not to tease or boast. When we follow these 3 rules playing together is fun and making friends is easier.

153. We take pride that we are a multi-cultural school. We have students that come from all over the world and we all see the world with different eyes. During PATHS® time, we talk about seeing things different ways and we learn that we do not all think the same way. We are all special and unique. I've put up a picture in the office window. Come by and see what image you see in the picture. Talk to your friends and see what they think is in the picture. We all see things a bit differently, but together we make up a caring school.

154. Today, say something to a friend that will make him or her smile.

155. This morning, let's reflect on your intention for the day. Consider how you want to interact with others today and set your intention. "Today, my intention is to remember to use my good manners."

156. Today is Friday, so celebrate a personal success that occurred during the school week and share it with your neighbor in class.

157. Every day we make choices. Today, before you make a choice, take a long, deep breath and think about your choice or decision. What does your choice say about you as a friend?

158. Today, let's remember that when we communicate, body language, tone of voice, and words convey the message.

159. Every day is a new day. Today, let's practice compassion for others.

160. Give yourself Five Minutes Peace during the day - maybe you want to close your eyes and slowly count your breaths, in and out, for five breaths. It will help you feel more relaxed.

161. Today, let's learn something new. In your classroom, during PE, try something new - play a new game, read a new book, taste a new food. Let's try something new today.

162. Today is Monday. Let's set a goal for the week and think about the steps you will take through the week to reach your goal by Friday.

163. Today, let's practice using I-statements. "Today, I feel curious because it will be interesting to see and learn what happens as the school day passes."

164. Who's Special (poem)

Look who's special.
Look who's special.
Is it her, him, or me?
No, it's all of us you see!
We're all as special as can be!

165. Today, tell someone why they're special.

166. Share your Toys (to the tune of row, row, row your boat) Share, share, share your toys, share them with your friends. It's so much fun to share your toys, sharing has no end.

167. Today, share your pencil with a classmate, share the ball at recess, share your snack at lunch or share a smile with a friend.

168. My Feelings (poem) When I am sad, I want to cry. When I am proud, I want to fly. When I am curious, I want to know. When I am impatient, I want to go. When I am bored, I want to play. When I am happy, I smile all day. When I am shy, I want to hide. When I'm private, I stay inside. When I am puzzled, I want to shrug. When I am loving, I kiss and hug.

169. How are you feeling today? Share your feelings with your neighbor classmate.

170. If feelings could be colors... think of what color each of these feelings would be?

171. Happy? (pause) Scared? (pause) Mad? (pause) Excited? (pause)

172. Think of summer (winter, fall or spring) and think of things that have happened to you in the months of this season - how do you feel about them?

173. Body talk or body language is how we look at people, our expressions, our posture and even how we move. People can tell a lot about us before we even open our mouths! Our whole body, as well as our faces, say things to other people. Quietly show how you can use body language to communicate each of the following messages. Are you ready to show your body talk? I'm hungry. I just woke up. I'm thirsty. I'm very frustrated. I just won a trip to Disney World. I think I'm very important.

174. Finish each of my sentences with a feeling word. When I think of getting ready for school this morning, I feel... When I think of what I will eat for lunch, I feel... When I think of my best friend, I feel... When I think of recess, I feel...

175. I feel happy when I eat ice cream, I feel proud to be part of this school, I feel sad when students don't share, I feel embarrassed when I wear 2 different color socks to school, I feel mad when I get lost and I feel excited when it's the weekend. See, I even have feelings. We all have feelings and all feelings are OK.

176. To have good friends, you must be a good friend. Here are some ways good friends treat each other: good friends listen to each other, understand each other's feelings and moods, help each other solve problems, give each other compliments, can disagree without hurting each other, respect each other, are trustworthy and care about each other. Today, show someone how you are a good friend.

177. We all experience situations that cause us stress- situations at home, at school and with our friends. It is so important to handle stress in healthy ways. Here are some ways we can manage with our stress: deep breathing, count to 10, exercise, doing a hobby, talking to others, listening to music and there are many others. How do you calm yourself down when you are upset?

178. Make a new friend today! Smile at someone new and let the friendship begin!

179. Remember to compliment someone today. How about the lunch helpers or the recess supervisors? How do you think they feel when they get a compliment?

180. Manners are important! Can you remember to say please and thank you each time you need to.

181. Choose a book about feelings. Can you describe what the character was feeling and why? Share this with a friend today!

182. Today, every time you see the red light (in the hallway, in the classroom), remind yourself to practice breathing one slow calming breath in and out. Practice makes perfect!

183. Today... remember that "no one is perfect, that's why pencils have erasers". Be kind to yourself and to others.

184. Walt Disney once said "if you can dream it, you can do it". Do great work today and believe in your big dreams!

185. If you do something by accident, remember to say you're sorry and check on your friend to make sure they are okay. Accidents happen but you can always try and make it better.

186. Play feelings charade at recess today. How many feelings can you and your friends guess?

187. Take a minute to help someone today. Do they need help with their back pack? Can you lend someone a pencil? How about asking a teacher if you can do anything to help them? When you do something nice for someone it makes both of you happy!

188. Principal mentions the PKD of each class in the morning announcements (PATHS® Kid for Today is picked the day before).

"Today we want to celebrate the following children for being the PATHS Kid for Today in each of these classrooms:

Tommy Jones is the PATHS® Kid For Today in Mrs. Smith's grade one class
Sami Addison is the PATHS® Kid For Today in Mr. Jacob's grade two class" and so on "Congratulations to these students. Mrs. James (office admin.) and myself will see you all shortly when you deliver your classroom mail to the office."

190. Students have opportunities in delivering messages during morning announcements to students and staff. Each day a scripted PATHS® reminder is ready to deliver, such as:

- "Remember to stop, take a deep breath and say the problem and how you feel to help solve your problems in class and on the playground. We are able to learn and enjoy our day when we are feeling calm and able to be good problem solvers."
- "Everyone deserves to receive a compliment. Try to remember and give a compliment to not only your peers, but to the teachers, office staff and our hard working janitors."

191. Principal announces who he/she will have lunch with. Example: "I am delighted to be able to have lunch with all of the PATHS® Kids for Today students from grades four to six in our resource room! Remember, we are proud of all of our PATHS® Kids for Today in _____ School. When you see a student wearing a PKD sticker or button please make them feel good by giving them a smile and compliment.

192. "Remember to stop by the office this week and enter in the turtle draw. All you need to do is write down your name and the number of turtles you guess are in my pond jar. The winner will be announced on Friday. Remember boys and girls, that doing turtle will help you to calm down, so that you can have a fun time playing with your friends in the classroom and on the playground."

193. "I understand that this month our students will be writing provincial exams. I want to remind you that during your PATHS® time, you created some stress buster ideas with your teacher. I hope each class will review those ideas, so that you have some strategies for making those examination days much easier for you". End the phrase with Ghost Buster theme song..."Who you gonna call.....Stress Busters".

194. "Each and every day, we talk a lot about our feelings in _____ School. When we pay attention to our feelings, they can help us understand things, whether they are comfortable or uncomfortable for us. Today I am paying attention to how I am feeling and the feeling I have is one of being proud. I heard cooperative language while children were getting ready to enter their classrooms this morning. Some of the older students were helping the younger students with backpacks and boots. You were showing much consideration towards one another. That makes me feel proud of our students. Great work everyone".

195. "Because we have had a long winter break, I would just like to remind all of the students about the importance of classroom and school rules. Rules are important because they help us know what is expected in our school. We feel safe when we have order and can count on things to happen in a certain way. I would like each of the classrooms to review the rules with our students, so that everyone feels comfortable being back in our school after a long break. I am sad that my holiday is over, but very happy to see all of our students again at _____ School."

196. Principal announces a book that was read in one of the grades during PATHS time. "It is now time for PATHS® book of the Week/Month" Principal identifies title, author and brief description of the story linking it to the PATHS® concepts. You may want to have the students involved announcing this activity. "In grade one Mrs. Smith's class read the story *Manners* by Aliko Brandenberg. Manners are about feelings. When you use good manners other people want to be with you. At the dinner table, birthday party or beach, your manners show how much you care. I know our students in _____ School do a wonderful job of using manners throughout their day."

197. With soothing, slow tempo music being played, ask the children to lay heads on desk, close their eyes or sit in a comfortable position in their chairs. Principal states "I want you to think about something that makes you feel happy, content and safe. Examples: playing with your puppy, walking in the sunshine, having a bowl of your favorite ice cream. Take a moment to imagine yourself doing this right now and the happy place that puts you in." Give children some time to settle and think about this. End this activity by saying "Good job boys and girls. I know that this activity makes me feel calm and happy. I hope all of you feel calm and ready to learn at school today."

198. "Three cheers for all of our students for being responsible and caring members of our community."

List what each class excelled in this week:

"Mrs. Smith's class did some role playing of practising good manners before attending the assembly on Tuesday".

"Mr. Flower's class did an exceptional job of cleaning up the gym and equipment room to keep our school looking clean and tidy."

199. "Today boys and girls I want to congratulate Mrs. Jones for being the PATHS® Staff for Today. I encourage you to make Mrs. Jones feel extra special today and be ready to give her a compliment when you see her. Her picture is on the PATHS® Staff for Today bulletin board." I plan to see Mrs. Jones this morning when I visit her classroom and the compliment I plan to give her is....Mrs. Jones, your creative bulletin boards make our school look colorful and amazing." (Modeling giving a compliment)

200. We have several new students in our school this year. Some of you may be wondering what PATHS® is? It is a fun program that stands for Promoting Alternative Thinking Strategies. Every week your teacher will be doing some lessons and role plays with your class to teach you how to deal with all kinds of emotions, learn how to become a caring

friend to others and guide you to solve problems. Everyone has a problem from time to time, and PATHS® is very helpful for problem solving.

201. Having new ideas, being unique, showing imagination are all words to describe being creative. To be creative means that you must be calm to think first and then produce your idea. We want to give all of our students a chance to be as creative as possible each and every day. By Doing Turtle and using the Control Signals Poster, we can ensure that our bodies and minds will be ready to be create.

202. Feelings are something that everyone has all the time. All feelings are OK to have. Some feelings are comfortable or pleasant, while others feel uncomfortable or unpleasant, but no matter how feelings feel inside, they are all OK and important to have. We are a school where we encourage kids and adults to talk about feelings, so let's remember to use your feeling faces.

203. Consideration. That is our caring word for the week. I want each classroom to discuss what being considerate means and practise acts of being considerate. Remember, all of your peers and the adults in our school will be "Catching the Kid Being Considerate". Examples throughout the week will be posted on your "I Care" bulletin boards in each of your classrooms.

204. The words we say to someone are important. Speaking in a kind and caring way can make someone's day. Spread some kind words today!

205. Take time today and compliment someone. The positive things we say to others help all of us feel good!

206. Perseverance means not giving up on something that is important to you. Think of something positive you are trying to achieve. Keep working toward your goal!

207. Sometimes our strong feelings can make it harder for us to think clearly. Remember to take a deep breath next time you are having an uncomfortable feeling. Talk to a friend about your feeling, and what the problem is.

208. We can show our friends kindness in lots of different ways. We can help them, share with them, and care about them. Do something kind for a friend today and help them have a great day!

209. Listening to others helps us to understand them better. Take time today and really pay attention to what your friends are saying. Being a good listener means taking time to pay attention.

210. Have you given someone a compliment this week? Take time today and give two people compliments. It will make them feel good, and it will make you feel good, too!

211. The Golden Rule means that we should treat others the way that we would like to be treated. Today, think of a way you can show a friend kindness and pass along the Golden Rule.
212. Show you care. Stand up for a friend today! Real friends help each other and support each other.
213. All feeling are ok, even uncomfortable feelings. When you are feeling uncomfortable it can help to talk to someone about your feelings. Think about the different adults at school who you could talk to. There are lot of adults at school who care about you!
214. Every day you have a choice to make - are you a bucket filler or a bucket dumper? Be the filler! Fill someone's bucket any time you can.
215. Do you know what it means to be a "good deed doer?" Do something nice for someone today, no matter how small - it makes a difference!
216. It's nice to be important, but it's more important to be nice. ~Author Unknown
217. We're having a contest in our school! Random Acts of Kindness! Report any random acts of kindness you see to the principal, both by students and staff. The class with the most acts by the end of the day get an extra 15 minutes of recess!
218. Have you noticed someone doing something positive in your classroom? Be sure and compliment them! You'll make their day!
219. Think about how it feels when someone does something nice for you. Pay it forward! When you pass it on, you make someone else's day!
220. Be a PATHS® detective -do you notice someone looking a little bit lonely? Invite them to join you!
221. Today I'm going to be looking for PATHS® Ambassadors throughout the day! Be kind!
222. Remember - words have incredible power - choose yours very carefully!
223. See if you can learn a new feeling word today! Use it! Add it to your dictionary or thesaurus!
224. Today is National Compliment Day. As Robert Orben said, "*A Compliment is verbal sunshine*". Let's spread some sunshine throughout school today!
225. It's important to remember that "*the best things in life aren't things - they're your friends!*" (Anonymous). In PATHS® lessons we are taught to treat our friends nicely. Let's make our friends feel important today.

226. During PATHS®, we are encouraged to always do our best, and try hard to achieve our goals. As today is Sports Day, I want to remind you that winning doesn't always mean being first, it means you've done better than you have before! Do your best today! You are all winners to me!

227. Failure is only temporary - it is the first step to success. If you give up, you make it permanent. Don't give up - remember the last step of the Control Signals Poster - if you need to try again! Keep trying until you succeed!

228. Don't forget to follow the fair play rules outside! The best way to encourage your friends to play fairly with you is by playing fairly with them!

229. Look carefully at the word "Impossible". It actually says "I'm Possible!" Remember this - nothing is impossible!

230. Today's PATHS® thought comes from Roald Dahl in *The Twits*. "*If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely*".

231. Today we think about all the biographies contained in the PATHS® manuals and the things they did for other people. Let's take our inspiration from all these wonderful role-models and "pay-it-forward" today. Try to do something good for someone else - perform a kind act, say a good word, or do a good deed!

232. Today's PATHS® theme is good listening. In class today, I want everyone to focus on how to be a good listener - look at your friends when they are talking, don't interrupt them, and value what they are saying. Remember what Mark Twain said "*If we were meant to talk more than listen, we would have two mouths and one ear!*"

233. PATHS® teaches us important values about being successful, such as perseverance, determination and belief in ourselves. We also learn that in order to succeed in our goals, we must work hard, and do our best. Remember this important saying - "*The only place success comes before work is in the dictionary!*" (May Smith)

234. Play David Kisor songs: I can settle down, I can do it, self control, I get angry, breathe

Students can sing along and/or create movements

Read a Poem:

235. "I Use My Words" by Jaymie Gerard
Goodness, I am ANGRY
It makes me want to SHOUT
And STOMP and WEAR A MEAN FACE
To let the ANGER out
Instead I USE MY WORDS to say
WHAT I AM MAD ABOUT

Goodness, I am *sad* today
It makes me want to *cry*
And *pout* and *whine* and *whimper*
And *sniffle*, *sob* and *sigh*
Instead I use my words
To tell everybody why

Goodness, I am **happy!**
It makes me want to **run**
And **go wild** and **act all crazy**
Until the day is done
Instead I **use my words** 'cause that way
We can ALL have fun!

When my **FEELINGS** get too **STRONG**
I know it's time to say,
"I'll **USE MY WORDS** to show how I feel
In a **SAFE** and **HEALTHY** way"

236. Empathy is the ability to understand the feelings of someone else. When you learn to show empathy and understand someone else's feeling, you are more likely to treat someone the way they want to be treated, understand the needs of the people around out and be a better problem solver.

237. A new, fun feeling word for today is EXUBERANT. It means filled with energy and enthusiasm. Other words for exuberant are excited, high-spirited, energetic, cheerful and lively. And in a sentence... _____'s (use a staff/teacher's name) exuberant personality makes him/her fun to be around.

Other adjectives for "new feelings words for today": Vivacious, Zealous, Harmonious, Enchanting, Resilient, Zany, Ambitious, Frank, Elated, Industrious, Witty, Punctual, Boisterous and Jovial.

238. We all experience stress from situations at home, situations at school and situations with friends. It is important to handle stress in a healthy way. Several things you can do at the time stress overcomes your body is to: take 5 deep breaths, count to ten, walk away from the situation, talk to someone, listen to music or write in a journal. What healthy way will you use next time your in a tough situation?

239. You are braver than you believe, stronger than you seem and smarter than you think and loved more than you know.

240. Do the right thing... even when no one is watching.

241. Everyone is a reader... some just haven't found there favorite book yet.

242. Be kind whenever possible... and it is always possible. - Dali Lama

243. Positive thoughts generate positive feelings and attract positive life experiences.

244. The more that you read, the more things you will know. The more you learn, the more places you will go. - Dr. Suess

245. Nothing is impossible. The word itself says, "I'm possible".

246. In our school, we respect each other, we try our best, we are a team, we learn from mistakes, we create and we celebrate each other's success.

247. A positive attitude can boost your energy, create stronger relationships, improve your health, inspire others, and achieve greater success.

Here are several ways to keep a positive attitude:

- Surround yourself with positive, energizing people.
- Be positive yourself - see the glass half full.
- Resist negative thinking.
- Be nice to yourself.
- Set goals.
- Don't sweat the small stuff.
- Turn challenges into opportunities.
- Be grateful and give thanks.

247. Compliments never go out of style! Genuine compliments build relationships, improve communication, and improve self-esteem and confidence. Compliments can be divided into 4 categories: ways people look, things people have, things people do and the way people behave. Give compliments that you believe are true and look for ways to give compliments. Extra bonus- compliments are free. Compliment someone today!

248. Be a good friend today and everyday! Share, be generous, help others stay out of trouble, accept others no matter what, compliment others, listen to others when they have a problem, have fun, be kind when others are down and encourage others to do their best.

249. The only person you should try to be better than, is the person you were yesterday.

250. Do not give up, the beginning is always the hardest.

251. 7 Steps to Happiness

- Think less, feel more.
- Frown less, smile more.
- Talk less, listen more.
- Judge less, accept more.
- Watch less, do more.
- Complain less, appreciate more
- Fear less, love more.

252. Never discourage anyone who makes continual progress, no matter how slow.
253. Cookie monster says, "What is a friend? And then me say, "Friend is someone to share the last cookie with."
254. No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.
Nelson Mandela
255. You are amazing and don't you forget that!
256. If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl. But whatever you do, you have to keep moving forward. Martin Luther King, Jr.
257. Your best teacher is your last mistake.
258. Today, take a chance and make a new friend!
259. Please compliment the first person you meet today.
260. Anger comes up quickly, remember to take that long deep breath to calm down.
261. It is testing day today, remember to take a deep breath and calm down before starting.
262. Have you smiled at someone today?
262. Let's all use the Golden Rule today.
263. Make sure to help a friend today.
264. Let's all be good listeners today.
265. Give yourself a compliment today.
266. Check your emotional elevator today.
267. Let's use our PATHS skills to have a good day.
268. Today is compliment (fill in the day of the week). Who is someone that you don't talk to very much that you can give a compliment?
269. The Golden Rule tells us to treat other people the way we want to be treated. Think of someone who needs a friend on the playground today.

270. Calming down isn't just for when we are angry. Let's all take a minute to calm down so that we are ready to learn today. (Lead deep breathing over the PA)

271. It's important to get help from adults when there are problems on the playground. But it is also important to help your friends come up with solutions to their problems. Look for ways that you can be a problem solver today.

272. Kindness brings us closer together. What is something kind that you can do for your teacher or a friend today?

273. Good choices are sometimes hard to do. What is something hard for you to do that you need to work on today? Who is someone who can help you with that hard thing?

274. There is a song from Frozen that says "People make bad choices if they're mad or scared or stressed." If you are feeling mad or scared or stressed today, make sure to tell someone you trust so that they can help you make good choices.

275. When we solve problems, our first solution doesn't always work. Make sure to think up lots of solutions when you are problem solving today.

276. Sometimes we think sharing is for little kids, but sharing is important for people of all ages, even adults. Who can you share with today?

277. Words can make people feel great and they can make people feel terrible. How can you use your words today to make someone else's day better.

My Problem Page

Activity supplements the PATHS® concepts of:

- First Grade and Second Grade: Control Signals Poster

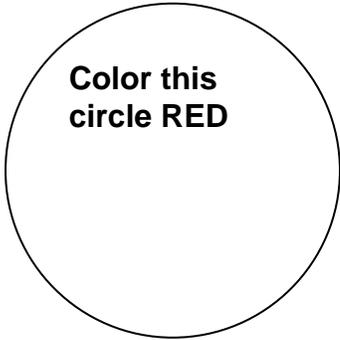
Materials: copy of “My Problem Page” worksheet, pencil, red, yellow, and green crayon or colored pencils, clipboard

Procedure:

- This is a strategy to assist students who get sent to the Principal’s office for bad behavior.
- The Principal explains to the student that before they discuss the problem, the student is to complete the “My Problem Page” worksheet. The worksheet is a strategy to help the student calm down, think about what happened, and think about better ways to handle the problem the next time it occurs.
- If possible, the student is sent to a supervised quiet area to complete the worksheet.
- Please note that the My Problem Page is not to be presented as a punishment. It is to be presented as an opportunity for the student to calm down, to process what happened, and to problem solve preventing the incident from happening again.
- When the student has completed the worksheet, it is discussed with the Principal. The final item that should be discussed is the consequence for the bad behavior.

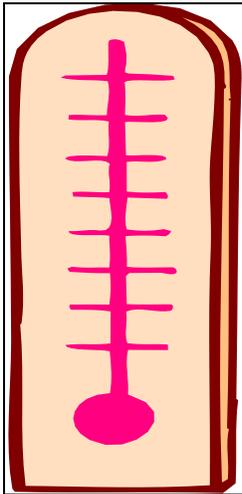
Promoting Alternative THinking Strategies©
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My Problem Page



My Problem: _____

How I Feel: _____



Very strong

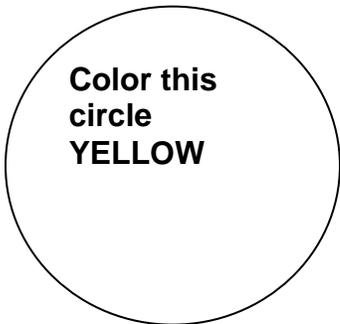
Strong

Not strong

How strong is my feeling?

Mark on the thermometer.

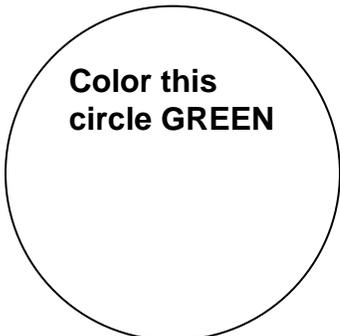
What can I do right now to calm down?



When this happens again, what are two things I can do that won't get me in trouble?

1. _____

2. _____



When this happens again, this is what I agree to do:



PATHS® and the Parent Connection

- Ensure that teachers are using PATHS® Parent Information and Activity Sheets.
- Include student progress in the area of social-emotional learning during Parent-Teacher Conferences.
- Provide a PATHS® presentation and handouts during Preschool and Kindergarten Parent Orientation.
- Provide a PATHS® presentation and handouts during Parent Round Up.
- Provide a PATHS® presentation and handouts during Back to School Night.
- Have the school display their PATHS® projects at a parent event.
- Have PreK and K classrooms perform the Turtle Story Play for their parents.
- Encourage family school liaisons that are in the schools now could help bridge school and home PATHS® activities

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Home Activities and Parent Letters

It is important that principals make sure teachers send caregiver letters and parent/child home activities to the students' caregiver. It is imperative that parents are informed and take an active role in their child's education. Below is how teachers may access the letters and activities. These are available in both English and Spanish.

This web page provides online, password-protected access to all of the CD content for each PATHS® grade level. To access this content, a separate user name and a password must be entered for each grade, as follows:

www.channing-bete.com/paths-support/

Grade Level	User Name	Password
Preschool/Kindergarten	PATHS_K	502045-T
Grade 1	PATHS_1	502046-U
Grade 2	PATHS_2	502047-R
Grade 3	PATHS_3	502048-T
Grade 4	PATHS_4	502049-L
Grade 5/6	PATHS_5	502050-E



You Might Be In A Preschool/ Kindergarten PATHS® Classroom If You See The Following:

Rules/Friendship:

- Students Following Rules That Are Photographed and Displayed
- Students “sharing, caring, and helping” as learned in the PATHS® Storybook
- You see a “What Friends Do” Poster
- You see our four puppet friends...Twiggle the Turtle, Henrietta the Hedgehog, Daphne the Duck, and Duke the Dog

PATHS® Kid of the Day:

- You see a child wearing a PATHS® Kid sticker or other identifier
- You see students and adults giving and receiving compliments or a compliment sheet posted in the classroom.

Feelings:

- You see a class Feelings Chart of comfortable and uncomfortable feelings
- Students are using feeling faces cards to express their emotions
- Adults are using their feeling faces cards to communicate with students

Self-Control:

- Children doing “Turtle”...taking a deep breath, saying the problem and how they feel
- Adults doing “Turtle” and modeling for children
- Adults leading group “Turtle”
- You see a “Turtle” poster
- You see and hear students talking things out

Other Signs of a PATHS® Classroom:

- You see caregiver/child activities that have been completed and returned.
- Center activities that are extensions of PATHS® lessons are visible.
- You see PATHS® storybooks being used in the classroom



You Might Be In A First Grade PATHS® Classroom If You See The Following:

Rules:

- Students following rules that are posted in the classroom.
- You see Twiggle, a turtle puppet friend.

PATHS® Kid of the Day:

- PATHS® Kid of the Day poster displayed with compliment sheet attached
- A child wearing a PATHS® Kid sticker or another identifier
- You see students and adults giving and receiving compliments.

Feelings:

- A Feelings Chart of comfortable and uncomfortable feelings is displayed
- Students and adults role playing feeling awareness
- Feeling face cards are used by both adults and children throughout the day

Self-Control:

- At the beginning of the year you see a turtle puppet named Twiggle and a poster about doing "Turtle".
- You see adults and students taking deep breaths and calming themselves down by expressing themselves about the problem and how they feel
- Students and adults role playing
- Adults leading group "Turtle"
- Children talking things out

Problem Solving:

- Later in the year you see a Control Signals Poster in the classroom
- You see a Problem-Solving Box where children and adults can put their problems for later discussion
- You witness a problem-solving meeting

Other Signs of a PATHS® Classroom:

- You see caregiver/child activities that have been completed and returned.
- Center activities or additional student work that are extensions of PATHS® lessons are visible.
- You see storybooks being used in the classroom to integrate PATHS® concepts
- Students are learning about themselves and our world through PATHS® biographies



You Might Be In A Grade 2 PATHS® Classroom If You See The Following:

Rules:

- Students following rules that are posted in the classroom

PATHS® Kid of the Day:

- PATHS® Kid of the Day poster displayed with compliment sheet attached
- You see a student wearing a PATHS® Kid sticker or other identifier
- Students and adults are giving and receiving compliments

Feelings:

- A Feelings Chart of more advanced comfortable and uncomfortable feelings displayed
- Students and adults role playing feeling awareness
- Feeling faces cards are used by both adults and students throughout the day

Self-Control:

- Students use the Control Signals Poster displayed in the classroom
- Adults modeling “Three Steps for Calming Down”
- Children talking things out

Problem Solving:

- A Problem-Solving Box where children and adults can put their problems to solve later
- You witness a problem-solving meeting

Other Signs of a PATHS® Classroom:

- You see caregiver/child activities that have been completed and returned.
- Teachers combine PATHS concepts with daily academic subjects
- Students are learning about themselves and our world through PATHS® biographies



You Might Be In A Grade 3 PATHS® Classroom If You See The Following:

Rules:

- Students following rules that are posted in the classroom

PATHS® Kid of the Day:

- PATHS® Kid of the Day poster displayed with compliment sheet attached
- Students are wearing a PATHS® Kid sticker or other identifier
- Students and adults giving and receiving compliments

Feelings:

- A class feelings poster with comfortable and uncomfortable feelings is displayed
- Students and adults role playing feeling awareness
- Students use a Feelings Dictionary

Self-Control:

- Children doing “Three Steps for Calming Down” as shown on the poster in the classroom
- Adults modeling “Three Steps for Calming Down”
- Children talking things out

Problem Solving:

- A Control Signals Poster is posted
- A Problem-solving Box is used for students and adults can share their problems.
- You witness a problem-solving meeting
- Adults and students use role plays to solve common problems and solutions

Other Signs of a PATHS® Classroom:

- Caregiver/child activities that have been completed and returned.
- Cooperative learning roles are used to encourage students working together in groups.
- Extension activities are used for PATHS concepts
- The classroom is planning or has completed a community service project
- Students are learning about themselves and our world through PATHS® biographies



You Might Be In A Grade 4 PATHS® Classroom If You See The Following:

Rules:

- Students following rules that are posted in the classroom

PATHS® Kid of the Day:

- PATHS® Kid of the Day poster displayed with compliment sheet attached
- You see a student wearing a PATHS® Kid sticker or identifier
- Students and adults giving and receiving compliments

Feelings:

- A class feelings poster with comfortable and uncomfortable feelings is displayed
- Students and adults role playing feeling awareness
- A Feelings Dictionary is used by students

Self-Control:

- Students and adults learning and using the 11 step problem solving model
- Students thinking before they act

Problem Solving:

- You see a 11 step Problem Solving Poster
- A Problem-Solving Box where students and adults can put their problems.
- You witness a problem solving meeting
- Adults and students use role plays to solve common problems and solutions
- A Problem-Solving Page is used by students when faced with a challenge

Other Signs of a PATHS® Classroom:

- You see caregiver/child activities that have been completed and returned.
- Cooperative learning roles are used to encourage students working together in groups.
- The classroom is planning or has completed a community service project
- Novel studies are used as an extension of the PATHS® curriculum
- Students are learning about themselves and our world through PATHS® biographies



You Might Be In A Grade 5 or Grade 6 PATHS® Classroom If You See The Following:

Rules:

- Students following rules that are posted in the classroom

PATHS® Kid of the Day:

- PATHS® Kid of the Day poster displayed with compliment sheet attached
- A student has on an identifier
- Students and adults giving and receiving compliments

Feelings:

- Students and adults role playing feeling awareness
- Students expressing themselves
- A Feelings Thesaurus is used by children

Self-Control:

- Students learning more about doing “Three Steps for Calming Down”
- Adults modeling “Three Steps for Calming Down”
- Children talking things out

Problem Solving:

- The 11 step Problem Solving Poster is displayed
- A Problem-solving Box where children and adults can put their problems is used.
- You witness a problem solving meeting
- Adults and students use role plays to solve common problems
- A Problem-Solving Page is used by students when they face a challenging situation

Other Signs of a PATHS® Classroom:

- You see caregiver/child activities that have been completed and returned.
- Cooperative learning roles are used encourage students working together in groups.
- The classroom is planning or has completed a community service project
- Novel studies are used as an extension of the PATHS® curriculum
- Students are learning about themselves and our world through PATHS® biographies
- Study skills posters are displayed (SET, HEY) and the concepts used
- Journal writings and extension activities are evidenced