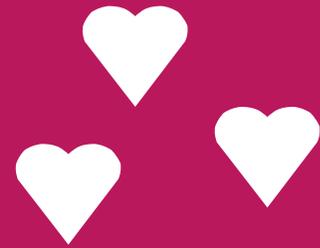


# The PATHS Monthly February 2013



**A NOTE FROM YOUR COACHES:** We continue to be impressed with the effort and creativity being put into each PATHS lesson. Please continue to complete surveys after each lesson to ensure the most accurate data collection. If you are in need of any materials or have any questions please don't hesitate to ask your coach.

## PSSA Relaxation Techniques

The PSSAs can be a stressful time for both students and teachers, but PATHS skills can be incorporated during this time to help alleviate some of that anxiety. Many teachers like to use PATHS lessons as a “break” for their students during testing time. Try some of the following ideas to help:

- ◆ Encourage students to discuss the feelings they are experiencing in preparing for the PSSAs. Review lessons with feelings such as frustrated, proud, angry, scared, smart, or confused.
- ◆ Being a good problem solver is essential for doing well on any test. Use the Control Signal and Problem Solving Posters and steps frequently with your students and apply them to a variety of problems.
- ◆ Practice slow breathing to help students relax.
- ◆ Try exercises during the breaks between tests or after they are done for that day to help keep students' minds focused and calm.
- ◆ Read a funny story or tell jokes to get students laughing. Laughter is one of the best ways to release stress.



## PATHS POSITIVES:

*“Having students identify what they feel on the inside when they are angry was an eye opener. I feel like students will be able to better identify feelings by seeing these inside/outside characteristics.” -3<sup>rd</sup> Grade Teacher, Allentown*

*“Lesson 19 was a very important lesson. It identifies feelings and behaviors and points out that feelings are ok but the behaviors can be or not be ok.” -1<sup>st</sup> Grade Teacher, Allentown*

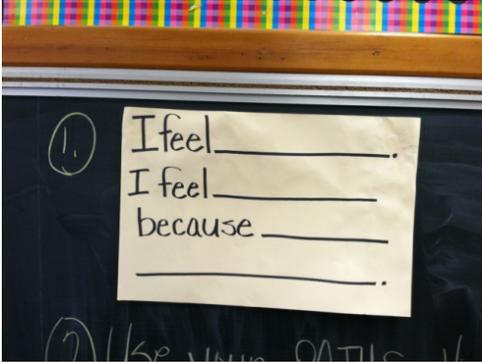
## Twiggle's Top School

Twiggle's Top School of the Month for January was Lincoln Early Childhood Center. Congratulations to the staff at Lincoln for working hard to make lessons creative and enjoyable for their students, working collaboratively to ensure survey completion and always being welcoming to their coach during visits. The staff at Lincoln has done a fantastic job implementing the PATHS curriculum! Keep up the great work!



# Feelings Check In

All students are encouraged to express their feelings during PATHS lessons, whether through Feeling Faces, Feelings Posters or Feelings Dictionaries/Thesaurus. Here are some tips for utilizing these tools most effectively in the classroom:



- ◆ Conduct a “feelings check-in” at certain times during the day  
4th Grade Teacher at Union Terrace uses a quick check in each morning to see how her students are feeling and why. She finds that this allows her to “know” her students better for that day (picture left)
- ◆ Remind students that ALL feelings are OKAY
- ◆ When a problem arises ask students to identify their feeling at the time
- ◆ Model the steps to calming down using feeling words
- ◆ Make these tools accessible for your students during the day

## Grade Level Ideas

**Pre-K:** Students who are having trouble with compliments can use starter, “student’s name is a friend because...”

**Kindergarten:** Practice sharing in Lesson 20 by using one coloring page and one pack of crayons for a pair of students. Students have to problem solve who will color what, and which crayons they will use when.

**First Grade:** When learning to write the steps for a “how to,” teachers have asked students to write out the steps needed to do “Turtle.” This is a great way to tie in writing to PATHS.

**Second Grade:** For Lesson 25 students made a list of things they should and shouldn’t say when winning or losing a game.

**Third Grade:** When discussing the intensity of feelings in Lesson 17 write out the different degrees of feelings on construction paper and place in line, like the feeling scale. Read different scenarios and allow students to move based on how they would feel in that situation. This is excellent for gross motor movement, along with a great visual for students to better understand the intensity of their feelings.

**Fourth Grade:** When using Drita Is My Homegirl during the novel study lessons, a teacher paired up students with a classmate that they normally didn’t spend much time with. They ate lunch, played at recess, and spent free time together for two days and then had to share what they learned about their partner. This helped students make connections with a classmate they may have never talked to. Great way to promote positive classroom relationships and connections to the text!

**Fifth Grade:** Using sketch-to-stretch during lessons with stories has helped students stay more focused. Students simply draw a sketch of what has happen during a specific part of the story to help them have a better focus for listening.

All Grades: PATHS supports Common Core Standards. See link below:

<http://www.channing-bete.com/prevention-programs/paths/correlations.html>

