



FOR YOUTH DEVELOPMENT™  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY



## ABC YEAR 1 LESSON #1

### *Have You Filled A Bucket Today?*

By Carol McCloud

#### **Social Emotional Learning Message** (Relationship Skills)

*Have You Filled a Bucket Today?* uses a bucket to symbolize our need to *be filled everyday* with positive experiences. The power of affirming words is captured by the simple concept of *bucket filling*. By expressing and doing acts of kindness and appreciation, we create *warm fuzzies* that fill our bucket and the *buckets* of others. Students and adults will learn to use the strong visual imagery of *bucket filling* as a tool and *bucket filling* language to build friendship skills and campus-wide respect.

#### **Asset Information:**

To build developmental assets, we must create **“thousands of moments in the life of a child when they feel valued, respected and known”**. Filling a child’s bucket with *warm fuzzy* thoughts and ideas creates those moments.

This book builds assets from 6 of the 8 categories:

- **Support** - #5 Positive School Climate
- **Social Competencies** - #33 Interpersonal Competence
- Positive Identity - #37 Personal Power
- Empowerment - #8 Youth as Resources
- Boundaries and Expectations - #12 School Boundaries and #15 Positive Peer Influence
- Positive Values - #26 Caring

#### **In our lesson today, our goal is to:**

- Teach students the 3 laws of *bucket filling*:
  - Be a *bucket filler*.
  - *Don’t dip*.
  - *Use your lid*.
- Empower students to intentionally *fill their buckets* and the buckets of others with good feelings (*warm fuzzies*).

#### **Types of Bullying Addressed:**

This lesson will also introduce the new term, *bucket dipper and long-handled dipper*. *Bucket dippers* behave in ways that remove *warm fuzzies* from the buckets of others. *Bucket dippers* use bully behaviors like name-calling, pushing, excluding, and teasing. Other words for these behaviors are *cold pricklies* or *put-downs*. *Long-handled dippers* practice the above in the digital world.

# LESSON

## Conversation Starter:

This is your first classroom visit of the year! From the very first moment, invite the children to build a relationship with you. Spend a little time setting the mood and clearly stating your expectations for your ABC Reader time with the students. Please adapt the following ideas to meet the needs of your students:

1. Take your time. Introduce yourself. Share a little bit about yourself.
2. Announce that you will be coming once a month to talk and get to know one another. State explicitly, "I want you to look to me as one of the caring adults that care about you on this campus."
3. Explain that ABC is part of Project Cornerstone.
4. Say, "I am happy to be here and I look forward to getting to know you as we read together and do activities."
5. Learning students' names is key to building a relationship. Ask them their names and/or make sure they are wearing nametags every time you read.
6. Go over the ABC Rules or classroom rules. If you bring the ABC Rules Sign, you can ask the teacher to post it in a special ABC area.

## Read the Book:

Pass around a bucket filled with *warm fuzzies*. Then pass out a bucket filled with *cold pricklies*. Ask which one feels best. Which one would you like to experience daily? Tell the class that today you are going to read a book that talks about ways you can make everybody feel good, including yourself. (You can distribute the *warm fuzzies* in the Three-Minute Huddle.)

OR

Draw 3 buckets on the board. Our story today is going to talk about *bucket filling*. Close your eyes and if you feel good about yourself, friendly, excited or happy, raise your hand. Do you feel sad, angry or lonely, raise your hand. Open your eyes. If you were happy that means your bucket is full. If you felt sad, that means your bucket is not filled.

OR

Today we are going to learn about *bucket filling*. There are three rules to being *bucket fillers*:

- BE A *BUCKET FILLER*.
- *DON'T DIP*.
- *USE YOUR LID* WHEN IT IS NEEDED.

## Discussion:

It is recommended you take your time with the discussion. Please adapt the length of the discussion to the needs of your students.

Materials: Butcher or poster paper with bucket drawn on it titled: How to be a *bucket filler*?

- Who can give an example of how you can fill someone's bucket?
  - Write their ideas as list on the paper.
- What is a *bucket dipper*? Explain that *dipping* into someone's bucket hurts and it takes at least 5 *warm fuzzies* to make up for one *put-down*. *Bucket dipping* can happen face to face or it can happen digitally-*Long-Handled Dipping*.

- How do you feel when someone has dipped into your bucket? How does it feel if you have dipped into someone else's bucket?
- How does it feel to read about a *put-down* in a text, email or a posting online?
- How does it feel *to fill up someone else's bucket*?
- How do you feel when you hear a *warm fuzzy*?
- How can we *fill up our own bucket* or keep people from *dipping* in?
  - Take care of ourselves by *using our lids*.
  - *Stand up and say*, "That's not ok. You can't treat me like that."
  - Be an *UPstander* and include someone in an activity or stop the bullying behavior.
- How can you *fill someone's bucket digitally*? (Using a phone, text message or while playing Club Penguin...?)
- What makes your lid work?-You make it work. You are *using your lid* when you:
  - Remember to only *use our lids* when we think our buckets need protecting.
  - Stop, think and consider what the person might be feeling.
  - Understand that the person who is *dipping* doesn't have a full bucket.
  - Don't dip back because it won't help. *Stop, think and figure* out what to do.
  - Ignore or ask them to stop the *dipping*.
  - Ask if the person who is *dipping*, if something is wrong or if they need help.
  - Get help if you feel scared.

## GROUP ACTIVITIES

Choose one activity that you feel will work best with the students in your class. \*Activities marked with an \* may be especially suitable for students in grades 1-3.

### \*Bulletin Board

Materials: construction paper for the buckets, copies of *warm fuzzy* or *bucket filler* grams.

Check with the teacher to see if you can create a *Have You Filled a Bucket Today?* bulletin board. Be creative! Students can decorate their buckets with ways they plan to be *bucket fillers*. Using various colors of construction paper, each student will create and decorate a personalized bucket with their message. You can also post the buckets on the board, so that *Warm Fuzzy Grams* will easily fit inside.

### \*Fuzzy or Bucket Gram

Materials: Copies of *fuzzy or bucket filler gram* worksheet; each student's name on a slip of paper in your bucket or prewritten on the gram.

Have students choose the name of another student from your bucket. Each student will write one *fuzzy or bucket gram* to a classmate and another to a caring adult on campus (teacher, custodian, librarian, school secretary, yard duty, food service staff, bus driver, etc.). Talk about using words that are specific and deserving when students write their grams. Grams must be truthful, nice, tell or describe something specific, or written as a thank you. They can also be about times when you saw someone doing something good or about something you really liked about another person.

#### Special Note:

Be aware that it can feel like *bucket dipping*, if a student misses out on receiving fuzzy grams. Also make sure adult eyes look at the finished *gram* to check that it is *warm and fuzzy*.

- *Fuzzy or Bucket Filler Grams* – Leave a stack of blank *grams* in a bucket with the teacher and let the students know they can get one out of the bucket anytime they want to make someone feel good.
- *Fuzzy or Bucket Filler Gram Mailbox* – Leave a second bucket for completed *Fuzzy Grams*. The teacher can arrange for “Special Delivery”.



### \*Role-Play

For Younger Students:

Do a simple role-play with the students. Have them pair up, face each other and practice the following *bucket filling* ideas:

- Show different ways to greet one another (good morning, smile, high five, wave etc...)
- Act out how you can listen and let the other person know you are listening-eye contact, nodding head, saying hmm...
- Using manners thank you and you're welcome

Large Group Role-Play:

Print out these scenarios below. Cut them up and have students act out how to be *bucket fillers*:

- Someone was running on the playground and fell. They look upset. What could you do to *fill their bucket*?
- As you are walking to school, you find a wallet. What can you do to be a *bucket filler*?
- Your mom tells you, you have to go visit a neighbor. At first you say no, but then you remember the ABC lesson, show how you *fill your neighbor's bucket*.
- When your dad comes home from work, he says he has had a bad day. He yells at you to pick up your toys. You realize his bucket is low. What can you do to *fill his bucket*?

The scenarios below allow for students to practice *using their lids*. Using their lid guards and protects the good thoughts and feelings inside your bucket. We need to practice how to do this.

- While you are waiting in line, someone gives you a put-down about your new backpack. Show how you respond in a *bucket filling* way. What if you are a bystander, what can you *say or do* to become an *UPstander*?
- While you are outside playing, someone trips you. Your friend starts to laugh. You might feel angry, hurt, embarrassed or scared. Show how you respond in a *bucket filling* way. What if you are a bystander, what can you *say or do* to become an *UPstander*?

#### Digital Citizenship Role-Play Ideas:

- Place students in groups of 2, 3, or 4 or keep the class together as one large group.
- Have one person “type” a message into a pretend keyboard or pretend cell phone and then hit the pretend “send” button.
- They should say the message out loud before they hit send.
- The receiver or receivers should pretend to sit at their computer or open their cell phone and read the message and respond appropriately.

### **Scenario 1: Sending *Warm Fuzzies***

You attend a band concert. One of your friends plays the saxophone and the concert is really good. Later that day, what messages can you send to your friend via email or text to *fill their buckets*?

Make up other scenarios about your friend:

- He/she is going away to camp for a week.
- He/she won a math award.
- He/she is staying at home sick for a few days.
- He/she scored his first goal on your soccer team.

### **Scenario 2: Responding to *Cold Prickles***

You receive a message from a friend or classmate that says:

- Your band concert solo today was terrible.
- Your science project looked like it was done by your mother.
- When you were out sick, your friends were happy because they didn't have to play with you.
- You are such a nerd for scoring the highest score on the math test.
- The only reason you got a good grade is because you are the teacher's pet.

Respond to these by *Taking 5\**. Here is how to do it!

1. Take time to cool down. Put down the mouse and step away from the computer for a count of 5.
2. Give yourself time to think about how to respond without *bucket dipping*.

**Scenario 3:** If you get a *cold prickly* or a *prickly* from someone who keeps sending you *prickles*:

Stop, block and tell

- **STOP!**  
Don't do anything. Take 5! to calm down and think about how to respond without *bucket dipping*.
- **Block!**  
Stop the bucket dipping by blocking communications.
- **Tell!**  
Tell a trusted adult, you don't have to face this alone. *Make a report* to stay safe and get help for the *bucket dipper*.

\*From Cyberbullying.org

### **\*Warm Fuzzy Drawing**

Materials: *Warm Fuzzy worksheet for each student*

Have the students draw a picture of what they think a *warm fuzzy* looks like and then complete the sentence – "A Warm Fuzzy is . . . "

### **Buckets with Lids**

Materials: Small containers with lids like paper cups with lids or the salsa ones, pipe cleaners, markers or stickers to decorate.

Have the students decorate their own personal buckets. Pre-attaching the handle would work best if time is short. Talk about how your bucket gets filled and then emptied. Ask why a lid would be necessary on your bucket. Do you always want your bucket to have a lid why not? Pass out the lids and have the students fill their buckets with ideas they could do *to fill other buckets*. Have them keep their buckets on their desk so they can remember to *use a lid* if they need to protect their bucket.

## CLOSING

### **Three Minute Huddle** (Led by ABC Volunteer):

- Role model how to be a *bucket filler* by saying something (a *warm fuzzy*) to someone in the classroom.
- Ask the students to close their eyes and think about a *warm fuzzy* that they would like to put in someone's bucket today.
- Have them pair share with the person sitting next to them.
  - What could they *say* or *do* to fill someone's bucket?
- After the pair share, ask for volunteers to demonstrate how to be a *bucket filler* and deliver a *warm fuzzy*.
- Close by offering a *warm fuzzy* to each student, with a kind comment. Or, re-group in pair share and ask students to exchange their *warm fuzzy* with their partner.

## SCHOOL WIDE EXTENSIONS

### School Communication:

Think of ways to inform others about the message, language and goals of the ABC lesson. The more ways you can communicate with parents, students and staff the more they will internalize the tools.

- Use the parent letter to create an article for your school newsletter.
- Send home the letter in hard copy or via email as a classroom or school blast.
- Post information on the school website. Create a Cornerstone corner.
- Use the automated all call to communicate one key message.

### Staff Letter

Ask your principal the best way to get the information in the staff letter to teachers, yard duties, secretaries, school volunteers, media center staff, cafeteria, custodian etc. Some ideas are:

- Email the soft copy to all.
- Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) talk about the message of the month
- Meet with individuals to pass on the message of the month

### Bucket Filling Day or Weekend:

Choose a day or a weekend when everyone including staff agrees to go home and fill someone's bucket by doing something kind or helpful. Have everyone fill a bucket gram stating:

Whose bucket they filled?

What they said and did?

How they felt?

How they thought the other person felt?

Bring the grams to school and post them everywhere. Talk about the experience.

### Bucket Detective:

Give students badges with the words *bucket filler* detective and a stack of *bucket grams* in a special bucket. Have the new detectives look for *bucket filling* happening at school in the classroom, library, playground, etc... Have them write up the *bucket gram* and send it to the principal/teacher to read over the intercom/in the classroom and then call or send it home.

- See the attached letter to staff asking for *bucket filling tips* for students and also asking staff to fill out a *bucket gram* for adults on campus.

## EXTENSIONS FOR TEACHERS

### Three Minute Huddle (Led by Teacher)

- Ask for examples of *warm fuzzies* students said, heard, or saw at recess. *Warm fuzzies* will fill your bucket!
  - Re-direct *bucket dippers* with, “You cannot fill your own bucket by dipping into someone else’s bucket.”
  - Ask the group, “What could you say or do to be a *bucket filler*, instead of a *bucket dipper*?”
  - Celebrate the *bucket filling* ideas generated by the group.
- Show students where the blank *Fuzzy Grams* will be kept in the classroom.
- Brainstorm a “Special Delivery” system for the *Fuzzy Grams* in your classroom.

## CLASSROOM ENRICHMENT

### Secret Pals—Teaching kids deliberately and explicitly to show caring behavior to others.

Put the name of each student in a bucket. Have students anonymously pick the name of another student from the bucket. Before the end of the day, they need to do something kind for that student. At the end of the day, all students share their act of kindness (*bucket filler/warm fuzzy*) as positive peer role models for the class.

### Hopes and Dreams

Guide your students as they use the message and symbolic language of this month’s ABC Book, *Have You Filled A Bucket Today?* to create classroom rules. Creating classroom rules with your students will unite you and your students in your shared goals and expectations.

(Adapted from: Rules in School by Kathryn Brady)

- Talk about the kind of work the students will be doing this year in the classroom. Express your own hopes and dreams for the school year. Ask for specific social or academic skills students hope to work on this year. Stress how your caring classroom (lots of *warm fuzzies*) will help make dreams come true.
  - Start with verbal sharing of hopes and dreams. Narrow the conversation by asking students to think about their most important hope or dream. Record responses on a chart.
  - Students may draw a picture of themselves and their hope/dream. Use these pictures as part of a display of the Classroom Rules (Drawings of hopes and dreams surround list of the rules).
- “If these are our hopes and dreams, what rules will we need to help these hopes and dreams come true?”
  - Rules become the logical outgrowths of the students’ and teachers’ goals.
  - Keep the rules in the positive, short and few (Examples: Take care of yourself, Take care of others, Take care of our classroom, Take care to do our best work).
- Have students make a large, colorful display of the rules to post in class.
- Have brief, frequent conversations about how the rules help everyone carry out everyday class activities in a caring and respectful way. Use the *bucket filler* and *warm fuzzy* language to *notice, name and celebrate* desired behaviors.
- Practice, Practice, Practice. When students are not involved in a problem and can focus on delivering *warm fuzzy* messages, give them opportunities to practice.



- Intentionally use familiar class routines like passing papers, coming to Circle Time, lining up for recess, etc. to intentionally practice classroom rules and *warm fuzzies*.
- Explain the class expectations (rule). Tell students that learning these skills take time and practice.
- Be forgiving and gentle. Correct the mistaken behavior and give students the opportunity to try it another way.

## Challenge Journal

Materials: Challenge Journal template

Help students record their challenges in this Challenge Journal. The goal of the journal is to give students an opportunity to reflect on the perceived size of a challenge, their choices in overcoming the challenge and the transitory nature of most challenges. Your students may find their challenge to be manageable after thoughtful reaction and reflection.

- Use the techniques introduced in each of the ABC Lessons this year to help guide students in their choices for “My Next Steps”.
  - Following this lesson, suggestions for using *warm fuzzies* and *bucket fillers* as possible solutions could be explored with your students. In addition, your class discussions of Hopes and Dreams and your classroom rules may help your students plan strategies to overcome the challenge.
- Return to the journal for reflection and celebration.

## HOMEWORK

### Special Delivery: Fuzzy or *Bucket Filler* Grams

Have students make and deliver a *Fuzzy Gram* to a caring adult at home.

### A Bucket Book

Send home a traveling book, notebook, pencil.

Include a note asking the parent to write a comment about *bucket filling*.

Include a furry friend and name him or her \_\_\_\_\_ the *bucket filler*. Have the children write about how their furry friend helped them fill a bucket.

As a family, do something together to fill other people’s buckets. Have families take a photo of their bucket filling experience and add to a school or class notebook.

### Classroom Rules Celebration

Materials: Classroom Rules on paper with very large border area

Have students make a drawing of their hopes and dreams for the year as a border for the classroom rules. Ask for Family Support (Asset #1) and Parent Involvement in Schooling (Asset #6) by having each family member ceremoniously sign the rules drawing. Then, post it in a special place at home.

## RESOURCES

### Books:





- *How Full is Your Bucket-Positive Strategies for Work and Life* by Tom Rath and Donald O. Clifton PH.D
- *How Full is Your Bucket for Kids* by Tom Rath and Mary Reckmeyer
- *Rules in School* by Kathryn Brady. Northeast Foundation for Children
- *Creating Classrooms Where Teachers Love to Teach and students love to learn* by Bob Sornson. Love and Logic Institute
- *Bully Free Bulletin Boards, Posters and Banners* by Allan L. Beane. Free Spirit Press

### Websites:

- Visit [www.bucketfillers101.com](http://www.bucketfillers101.com) for additional ideas, assembly opportunities and products.
- [www.commonensemedia.org](http://www.commonensemedia.org) for lesson plan ideas (screen out the mean-grades 2-3) and ideas for parents.

### 21<sup>st</sup> Century Skills:

Here is a key to the 21<sup>st</sup> Century skills used in this lesson:

21 <sup>st</sup> Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity