



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# Have You Filled A Bucket Today?

## Buckets, Dippers, and Lids

ABC ASSET YEAR LESSON 1  
PROJECT CORNERSTONE

This presentation is intended for use as a training resource for ABC Leads at the monthly ABC Lead training hosted by Project Cornerstone. Many of these slides provide additional materials and resources for ABC Leads and ABC Readers to compliment and update the Lesson Plan.

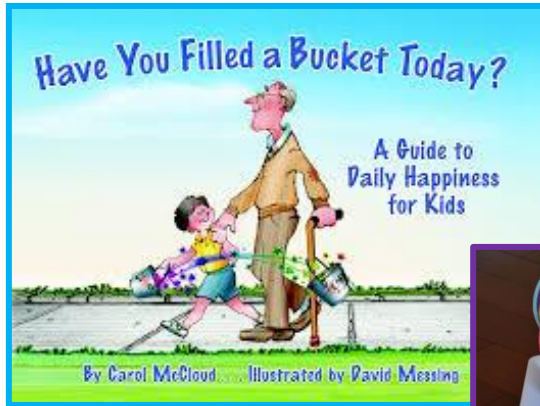
ABC Leads are encouraged to use this resource to support their own school site ABC Reader training. Notes for facilitating a discussion with this presentation accompany each slide.

### **Suggested Resources:**

**ABC Lesson Plan**

**ABC Outline**

# Be Kind! Fill Buckets.



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Refer to **Lesson Plan**, page 1

Refer to **Outline**, page 1

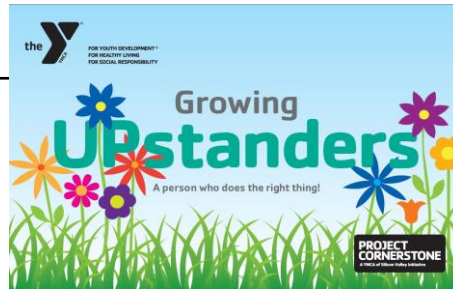
## In our lesson today, our goals are:

- Teach students the 3 laws of *bucket filling* (happiness):
  - Be a *bucket filler*. (Be kind.)
  - *Don't dip*. (Use self-control.)
  - *Use your lid*. (Have resilience.)
- Empower students to intentionally *fill their buckets* and the *buckets of others* with happy feelings and good thoughts.

## Social and Emotional Learning (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 happy feelings and good thoughts that *fill our bucket* and the *buckets of others*. Kindness is a quality that doubles when you share it. With this in mind, students and adults will learn to use the strong visual imagery of *bucket filling* as a tool to build friendship skills and a climate of kindness and respect school wide.

## TODAY IS AN UPSTANDER DAY!



### Definition of **UPstander**

**An *UPstander* is someone who stands up for others by using kindness and empathy to do the right thing. Dependent on standing up for others is the ability to build and maintain healthy relationships.**

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Refer to **Lead Guide**, pages 6-7

***Upstander Skill: Be kind! Fill buckets.***

### Focus on These **UPstander** Qualities

- Asset Builder - builds relationships with others.
- Self-confident - has a full bucket and the willingness to *fill the buckets* of others with kindness and empathy.
- Empathetic - able to *stand in the shoes of others* and understand and care about their experience.
- Integrity – be open and inclusive to all.

### How to Help Students Become **UPstanders**

- Be patient. It takes repeated, intentional, consistent practice over time.
  - As students develop new ways to react to problems, they will eventually replace old ways with new tools.
  - New brain research has found that the brain is capable of learning new ways of behaving by developing new neural pathways.
  - To develop new neural pathways, brains require

repetition, consistency, and focus.

# Information for ABC Readers

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## Background Information: Full Buckets



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### **What is the bucket?**

The bucket represents your mental and emotional self.

### **How do you feel when your *bucket is full*?**

You feel more confident, secure, calm, patient, and friendly.

Your thoughts are positive and you expect positive results.

When your bucket is overflowing, you experience an intense happiness that can spread to those around you. Have you ever felt better after someone gave you a friendly smile or happy grin? This is the ripple effect of a *full bucket*.

### **What is *bucket filling*?**

Actions or words that show that you care about someone.

- Saying or doing something kind. Giving someone a heartfelt smile. Using names with respect. Helping without being asked. Giving sincere compliments. Showing respect to others.

There are hundreds of wonderful ways to *fill buckets*. The language of *bucket filling* has become synonymous with being kind and thoughtful. Your *bucket will be filled* when, at the close of each day, you reflect on the ways in which you *have filled buckets*.

## Background Information: Empty Buckets



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### **How do you feel when your bucket is empty?**

When your bucket is empty, it contains few, if any, positive thoughts or feelings. When your bucket is empty you can easily become sad, negative, insecure, nervous, angry, depressed, stressed, worried, afraid, or physically ill. When you experience any of these feelings, it's easy to believe that life is too challenging and that nothing you attempt will be successful. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you.

### **What affects the level of happiness in your bucket?**

Negative life events and the careless or even cruel words and behavior of others can also affect the level of happiness in your bucket. *Your own self-talk and thoughts* can dramatically reduce or raise the level of happiness in your bucket. It's important to know that *you are responsible for what you choose to think. Whether your thoughts are positive and healthy, or negative and unhealthy, your bucket levels will reflect those feelings.*

### **What is bucket dipping?**

Making fun of someone. Saying or doing unkind things. Refusing to help. Failing to show respect or being intentionally disrespectful. This is a partial list of ways in which it's possible to *dip into another's bucket*. Another is bullying, the behavior that has become the essence of *bucket dipping*. It is very important that we learn to understand the motivation for these behaviors. **Note:** It is also *dipping* when we unintentionally *dip into another's bucket* with a thoughtless word or careless action. Repair these dips with a swift, sincere apology.

## Background Information: Using a Temporary Lid For Your Bucket



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### **What does *use your lid* mean?**

Because your bucket represents your emotional and mental health, it is extremely important that you learn to protect the good thoughts and feelings you've collected. *The lid* represents a mental shield against anything that would *dip into your bucket*. When you consciously train yourself to *stop and think* through a situation as soon as you feel the hurt, pain, or anger from a painful, embarrassing, or otherwise unpleasant situation you will be able to prevent your bucket from *being dipped*.

As you practice *using your lid*, you will build the necessary resilience to work through life's challenges. Both children and adults can be taught *to use their lids* to protect their buckets. It's true that every situation is different, however patience and practice in *using your lid* combined with trust in your basic *bucket filling* instincts, will help you succeed more often than not.

**Slides 6-8 adapted from**  
**<http://www.bucketfillers101.com/faqs.php>**



# Conversation Starter

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## Conversation Starter

**From the very first moment, *invite children to build a relationship with you!***



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Refer to **Lesson Plan**, Conversation Starter, page 2

Refer to **Outline**, Conversation Starter, page 1

*Fill the buckets* of your students by building relationships!

1. Identify yourself as someone youth can count on.
2. Create and bring in an "All About Me" bag. Put 3 things in the bag that represent something about you. Tell the students your story.
- 3. Learning students' names is key to building a relationship.**
  - a. Ask them their names.
  - b. Play a name game.
  - c. Make sure they are wearing nametags every time you read.
4. Spend a little time setting the mood and clearly stating your expectations for your time with the students as an ABC Reader.

## Conversation Starter: ABC Rules

### **Be Respectful**

Raise your hand.

Take turns.

Be an active listener.

Give your *Total Support* for sharing ideas & feelings.

Treat others with care.

Use a “no name” policy. \*

### **Be Responsible**

Use positive language.

Be helpful.

Be forgiving.

Be kind.

### **Be Safe**

Keep your hands and feet to yourself.

Follow directions.

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Refer to **Lesson Plan**, Conversation Starter, page 2

Refer to **Outline**, Conversation Starter, page 1

Provide clear boundaries and have high expectations at your ABC reading time that are *bucket filling* and asset building.

Use **clear, concise, consistent** boundaries in **collaboration** with the classroom teacher to strengthen relationships!

The classroom teacher is our best resource for setting boundaries and expectations for ABC Readers and students. Encourage volunteers to discuss classroom rules and class management tips with the teacher in advance of the lesson.

ABC Rules should support and reinforce existing class and school rules. For some classrooms, a review of class rules will replace the ABC Rules.

\* “No Name” policy: Stories are wonderful ways to learn about tricky social interactions. Using the “No Name” rule allows us to learn and keep others safe.

# Reading The Book

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## Reading the Book



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Refer to **Lesson Plan**, Read the Book, page 2

Refer to **Outline**, Reading section, page 2

If your classroom time is short, do this quick introduction

- Our story today is going to talk about *bucket filling*. We all have an invisible bucket. Close your eyes and imagine how your bucket looks.
- Now, think about how you feel right now. If you feel good about yourself, friendly, excited, or happy, raise your hand. Or, 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 full*.
- Show the book and name the author, title, illustrator, and publisher.

Draw 3 buckets on the board to represent the 3 rules of Happiness. .

- First bucket- "We want to *fill our first bucket*. How do we do this? Give me examples." (Draw a happy face on bucket).
- Second bucket- "Someone has been *dipping in this bucket*. Give me examples of ways that *dip*." (Draw sad face on bucket).
- Third bucket "Some dipping is coming our way (draw worried face). *Use your lid!!*" (Draw lid on bucket). This is how we protect our feelings and keep our bucket from getting empty." (Draw happy face on bucket).

## Reading the Book



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Refer to **Lesson Plan**, Read the Book, pages 2-3

Refer to **Outline**, Reading section, page 2

- Show the class the cover of the book. Read the title and author.
- Be creative in finding ways to ensure that everyone sees the images.
- Take your time. Read slowly. Let the students absorb what they see and hear.

Readers in upper grades may want to:

- Quickly summarize the story and skip to **Extending The Conversation** slides #13-16
- Read the book *Buckets, Dippers, and Lids*.
- *Using Your Lid* chapters from the book, *Growing Up with a Bucket Full of Happiness: Three Rules for a Happier Life*
- Show a video about kindness. (Links on next slide.)
  - Kindness Boomerang
  - Steve Hartman Video on altruism
  - Science of Kindness
- Discuss ways they can create a kindness culture at school.

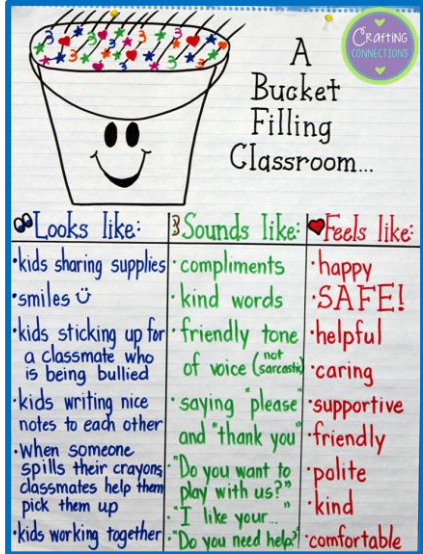
# Discussing The Book

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## Links to Kindness Videos for Upper Grades:

- Steve Hartman Video on altruism:  
<https://www.youtube.com/watch?v=HdSXVJekMm8>
- Watch the Kindness Boomerang Videos: [Kindness Films - Life Vest Inside](#)
- Effects of Kindness:  
<https://www.randomactsofkindness.org/kindness-videos/18-the-science-of-kindness>

## Discussing the Book



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Refer to **Lesson Plan**, Discussion, pages 3-4

Refer to **Outline**, Discussion Questions, page 2

### Asking questions as a way to build relationships:

ABC Readers don't need to be the expert in the room! Look to youth for ideas. Hearing their voices makes youth feel valued and respected. Boost your relationships with students by listening, repeating or writing down all their ideas.

Using youth as valuable resources for problem solving is empowering, and asset building!

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*

- What is a *bucket filler*?
  - How do you feel when *your bucket is filled by others or yourself*?
- Who can give an example of how you can *fill someone's*



*bucket?*

## Discussing the Book



### **Rule #1- Be a *bucket filler*.**

Say and do kind things for others. *Bucket filling* feels great for you and for others.

### **Rule #2- *Don't dip*.**

When your bucket feels low, do not be tempted to *dip* in the buckets of others.

### **Rule #3- *Use your lid*.**

Take care of yourself by choosing to protect the good feelings you have about you.

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Refer to **Lesson Plan**, Discussion, pages 3-4

Refer to **Outline**, Discussion Questions, page 2

- What is a *bucket dipper*?
  - Explain that *dipping* into someone's bucket hurts and it takes at least 5 positive interactions to make up for one negative.
- 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 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* by being there for the other person.
- What makes your lid work? You make it work.
  - Remember to *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.

# Extending the Conversation

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## Extending the Conversation: Rule #1 Be a bucket filler.



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Refer to **Lesson Plan**, Discussion, pages 3-4

Refer to **Outline**, Discussion Questions, page 2

### Extending the conversation- *Filling Your Own Bucket*

#### **1. Hang out with Bucket Fillers.**

- It's more fun to hang out with people who make you feel good inside!

#### **2. Do your best.**

- It *fills your bucket* when you take on a new challenge and do your best!

#### **3. Get outdoors.**

- Enjoy and appreciate the beauty in our world.

#### **4. Notice, name and celebrate your own growth and accomplishments.**

- Say to yourself, "Hey, nice job!" *to fill your own bucket.* *Filling your own bucket* is a big part of your happiness.

## Extending the Conversation: Rule #2 *Don't dip.*



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### Extending the conversation- *Bucket Dipping*

#### 1. We have all done it.

- You are more likely to *dip* when your own bucket is empty.
- When you *dip in someone else's bucket*, you *dip into your own*, too.
- The more you *dip in other people's buckets*, the emptier your bucket will become.
- If you hang out with people who like to *dip*, you could begin *dipping* more, too.

#### 2. Avoid dipping by choosing how to react.

- *Take 5*. Calm down. Think carefully. Say, "I'm upset. Can we talk about this later?"
- Sometimes *dipping* isn't on purpose. You didn't think about how your words and actions would feel to others. Be thoughtful and caring in your words and actions.

#### 3. It is OK to feel angry, but it is not OK to act mean.

- Use a *Genuine Apology* to repair *bucket dipping*.

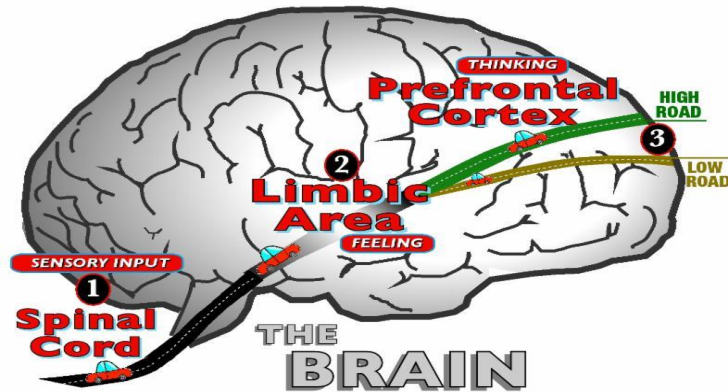
#### 4. Disagreeing isn't dipping.

- *Bucket fillers* can disagree without being mean. You are *dipping* when you show disrespect for someone else's views or opinions, like name calling, gossip or acting like you are always right.

#### 5. Dipping in your own bucket-

- Be careful about the negative things you say and think about yourself. Use your *lid* when you catch yourself in *mud thoughts* that make you feel hurt, sad or angry.

## Extending the Conversation: Rule #2 *Don't dip.*



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### Extending the conversation- *Bucket Dipping*

The *bucket filling* concept, like the brain graphic, is both simple and profound. It's simple enough for a child to understand and profound enough to be life altering. We use this graphic in our bucket fillers' presentations to illustrate how human brains are wired and why we feel, think, and act as we do. It also illustrates why we *dip into buckets* and need our lids.

Notice that the roads go both ways. Sensory information comes in from the outside world through the spinal cord, reaches the mid-brain "feeling" center first, and then continues on to the frontal "thinking" center. Yes, we feel before we think. If the input triggers a strong, fearful feeling, it can shoot back an immediate response for action without any thought involved. This quick response is known as the "fight-or-flight" response.

If the information moves past the feeling center, it depends which road is more developed as to which path it travels to the thinking center. The **HIGH ROAD** is the *bucket filling*, problem-solving, solution-seeking road which leads to more happiness. The **LOW ROAD** is the *bucket dipping*, blaming, criticizing, "poor-me" road. The low road is more automatic, often preprogrammed, and habit forming. Both roads between thoughts and feelings go back and forth. Positive thoughts fuel positive emotions and more happiness. Negative thoughts fuel negative emotions. The good news? With awareness and training, we *can change roads*.

## Extending the Conversation: Rule #3 *Use your lid.*



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### **Extending the conversation- *Using Your Lid***

#### **1. *Guard and protect the good feelings you have about you!***

- When someone *dips into your bucket*, you control how much is taken out.
- *Use your lid to stop, think and understand why...*
- *You are using your lid* when you choose how to react.
  - Don't believe it.
  - Let go of bad feelings.
  - Forgive others.
  - Get help from *bucket fillers*. Talk to someone you trust.

#### **2. *Your lid is temporary.***

- Keep your bucket open for *bucket filling*. Now that you know you have a lid, use it just when you need it.

#### **3. *Don't dip in your own bucket-***

- Be careful about the negative things you say and think about yourself. *Use your lid* when you catch yourself in *mud thoughts* that make you feel hurt, sad or angry.

#### **4. *When your lid doesn't work...***

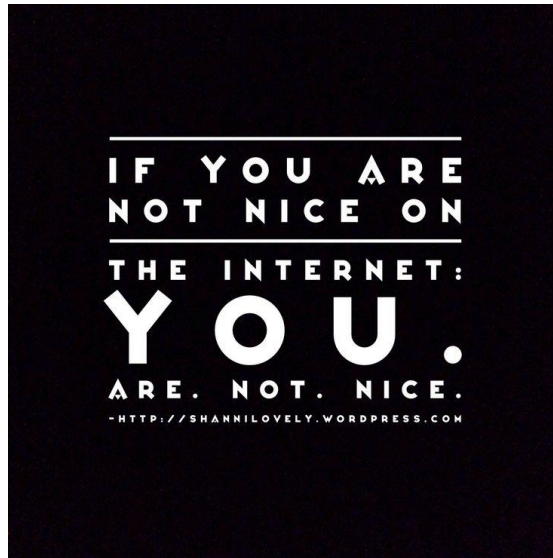
- There are times when a lid can't stop the big hurts from knocking your bucket over. At sad times like this, you need the help and comfort of other *bucket fillers*. It will take time, but your happy thoughts and feelings come back and your bucket fills up again.

# Digital Citizenship Connection

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## Discussing the Book: Digital Citizenship



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Refer to **Lesson Plan**, Digital Citizenship, pages 5-6

Refer to **Outline**, Group Activity #2, pages 2-3

Take advantage of opportunities to discuss Digital Citizenship with all grade levels. Discuss kindness, caring and support in face-to-face and digital environments.

**Practice steps of STOP; BLOCK; TELL;** in role plays

1. Place students in groups of 2, 3, or 4, or keep the class together as one large group. Identify possible roles of student: *long handled dipper* (online *bucket dipper*), *bucket filler*, *bystander*, *Upstander*, or *caring adult*.
2. Have one person type a *bucket filling* message into a pretend keyboard or pretend cell phone. Have the *bucket filler* read the message aloud, as they type. Pretend to hit the send button.
3. The receiver pretends to sit at their computer or open their cell phone. The receiver can silently read the message. The receiver can *choose how to react* in a *bucket filling* way.

**Debrief:**

1. *Bucket filling* online feels great.
2. Unfortunately, like in face-to-face relationships, *put-downs*, misunderstandings and meanness can happen online, too.
3. Each of us is responsible for our own safety, behavior and good digital citizenship online.
4. Next, repeat activity responding to *bucket dipping* using STOP; BLOCK; TELL
5. *What is your best advice for being a bucket filler and using your lid*

online and in face-to-face relationships?

## Discussing the Book: Digital Citizenship

**When you get a *bucket dipping* message:  
Stop, block, and tell  
STOP!  
Don't do anything. Take 5!  
Block!  
Tell!  
Make a report**



**\*From Cyberbullying.org**

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Refer to **Lesson Plan**, Digital Citizenship, pages 5-6

Refer to **Outline**, Group Activity #2, pages 2-3

Message of video: Your online behavior and your face to face behavior define who you are. **If you wouldn't say it in person, don't say it online.** Be the one who makes a positive difference online.

Video link:

<https://www.youtube.com/watch?v=bdQBurXQOeQ>

# Activity Ideas

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Refer to **Lesson Plan**, Group Activities, pages 4-7

Refer to **Outline**, Group Activity, pages 2-3

**Asset Building Through Music:** Play music during activity time or consider using this at a school wide assembly!

*Bucket Filler Song* by Nature Jams

<https://www.youtube.com/watch?v=0dJ91WdZQPI>

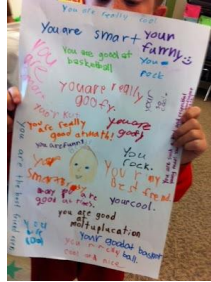
**Bucket Grams:**

Materials: Copies of *bucket filler gram* worksheet; each student's name on a slip of paper in your bucket or prewritten on the gram, pencils, decorated bucket gram box, buckets

Have students choose the name of another student from your bucket. Each student will write one *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.). Create a word bank or list of brainstormed ideas. 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.



## More Activity Ideas



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Refer to **Reading Guide**, Group Activities, pages 4-7

Refer to **Outline**, Group Activity, pages 2-3

### Buckets with Lids

Grades 1-6

Materials: Small containers with lids like paper cups with lids or the salsa ones, paper to make a lid if you can't find, pipe cleaners, markers or stickers to decorate, stars and heart cut outs

1. Have the students decorate their own personal buckets.
2. On their lid, have students write words they can say to protect their bucket. *Stop, think, and consider*, or *Stop!*, or words that affirm- I am valuable, I am a star etc.
3. Pass out a few stars and hearts for students to decorate and write ways to *fill buckets*.
4. Have students share what they wrote on their lid, etc.

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?
- Practice with their lids.
- Give examples of *bucket dipping* and have students put their lid on and then off.
- Model *stop, think, consider* while putting lid on.





## Movement Activity: Play Catch With Listening Skills

**Hearing** is noticing sounds. When we *listen*, we use our eyes, ears, body and brain to process what we heard.

				
Watching <i>Using your eyes</i>	Hearing <i>Using your ears</i>	Body <i>Turned toward other person</i>	Thinking Cap <i>Using your head</i>	Cooperation <i>Working together toward a common goal</i>

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**Activity:** Listening and taking turns *fills buckets!*

1. Pair up group members.
2. Demonstrate the 5 ways we are good listeners
  1. Bodies facing each other.
  2. Eyes focused on each other.
  3. Ears tuned in to your partner and ready to hear.
  4. Thinking cap on.
  5. *Fill Buckets!*
3. Start by rolling or tossing the ball back and forth and learning the rhythm of playing catch.
4. Now, demonstrate playing catch with listening. The talker has the ball. Provide a prompt to the group such as, "What is your favorite food?" Then, get ready and toss the ball to the partner.
5. The partner puts hands out to be ready to catch. After catching, they respond, "I like noodles. How about you?" Then return the ball. Demonstrate until the group understands how to play catch with listening.

More sentence prompts:

What is your favorite summer activity? If you could be any animal, what would you be? What foods do you like the least? If you could go on vacation anywhere, where would it be?

\* With older students, practice with follow-up questions like, "Why?" or "What do you like about that?"

**Adapted from The Bucket Squad, By Lisa K Hansen, M.S. pages 37-38**

# Closing:

## 3-Minute Huddle

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Role model how to be a *bucket filler* by saying something kind to someone in the classroom.

- Ask volunteers to demonstrate how to be a *bucket filler* by saying:

I like the way you...

You are really good at...

One quality I have noticed about you is...

- Ask students to exchange *words of affirmation* with a partner.

**Challenge:** Tell students that you care. Ask students to share their progress with you when they see you around school!

## 3-Minute Huddle: *Reinforce key concepts and prompt a call to action*

### I AM A BUCKET FILLER

I pledge to do my best  
to be a *bucket filler*  
every day at home, at school,  
and everywhere I go.



### BUCKET FILLER PLEDGE

I promise to do my best everyday  
to be a *bucket filler*,  
to not *dip*,  
and to *use my lid*  
for myself and others  
at home, school, and everywhere I go.



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Refer to **Lesson Plan**, Three Minute Huddle, page 8

Refer to **Outline**, Three Minute Huddle, page 3

Taking the skills and concepts of the ABC book and discussion and putting them to action is a big step. Use the 3-Minute Huddle to coach youth on ways to take these skills from the classroom to the playground.

### ***Bucket Filler Pledge***

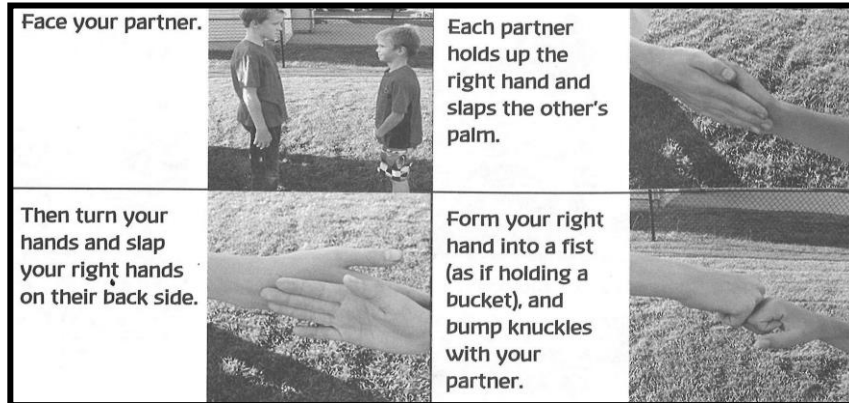
Have it written on a poster or print out the pledge handout.

Teach the students the *Bucket Filler Pledge*\* Have them stand up and raise their right hand and say out loud or repeat it as you say it. Do this daily for a month to reinforce the concepts learned this month.

\*Upper grade students can make posters of the pledge to post in high traffic areas of the school.

## **3-Minute Huddle:** *Reinforce key concepts and prompt a call to action*

### **Create Your Own Class Handshake!**



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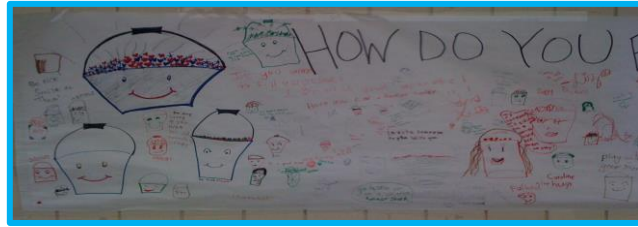
Create a classroom handshake!

**Adapted from The Bucket Squad, By Lisa K Hansen, M.S.  
page 20**

# School Wide Extensions

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## School Wide Extension Ideas: Parent Communication



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Refer to **Lesson Plan**, School Wide Extensions, page 8

### **School Communication for Parents:**

Share the message of *bucket filling*! Consider multiple ways of sharing the information from the ABC lesson:

- Put the monthly tag line on the school marquee or on a school bulletin board.
- Use the newsletter blurb or newsletter in your school news.
- Send home the letter in hard copy or via email as a classroom or school blast.
- Print out the stickers and have students bring or wear them home.
- Send home blank *Bucket Grams* for families to fill out.
- Post information on the school website. Create a Project Cornerstone section.
- Use the automated all call to communicate one key message.

**The more ways you can communicate with parents, students, and staff the more they will internalize the tools.**

## School Wide Extension Ideas: Staff Support



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Refer to **Website**, Letters, Lesson Plan, Yard Duty

Bring staff on board by *filling their buckets*, too! The materials available for staff are a staff letter, yard duty tips, and lanyard. Share the lesson plan too.

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

- Put a copy of the staff letter or Yard Duty Tips in all staff boxes or post it in central location.
- Email the soft copy to all.
- Send out the lesson plan to all staff.
- Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) talk about the message of the month.

## School-wide Extension Ideas: Bucket Week



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Refer to **Lesson plan**, School Wide Extensions, pages 8-9

### **Bucket Filling Week**

Have a special week or month dedicated to *filling buckets*. Do special activities every day that promote *bucket filling*. Some ideas are:

- **Say Hello**
  - Hand out "Hello, my name is \_\_\_\_" name tags to everyone - teachers, students, staff, and parents.
  - Ask teachers and staff to help model authentic greetings: making eye contact, a smile, using names.
  - Second Day-continue with name tags. Have students write one thing to do or a favorite pet on the name tag.
- **Poster Making Day** Make posters at lunch to promote *bucket filling*.
- A **Bucket Filling Station** set up daily on the blacktop, manned by volunteers – both adult and student – who will offer *free compliments, free handshakes, free high-fives, free smiles, and, free words of encouragement!*
- **Kindness Assembly** show the Boomerang video about Kindness. Have upper grades perform skits. Teach bucket cheer or song.



## School Wide Extension Ideas: Weekly Stand

**Will YOU try it today?**

Smile Say, "Hi!"

Introduce yourself!

Ask them their name

Invite and Include them!

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From [www.bystanderrevolution.org/the\\_weekly\\_stand](http://www.bystanderrevolution.org/the_weekly_stand).

### Morning Boost

Starting the day with a positive mindset can impact everything else that follows. Help your friends get off on the right foot by texting/saying something positive to a different person first thing every morning this week. Say, "Hey! Just wanted to let you know how much you mean to me. I don't think I say it enough," or "Here's a random reminder that you're AWESOME and you're gonna crush it today!"

### Expand Your Circle

You'll never know what kinds of friendships you're missing out on if you never look outside your circle of friends. This week, try reaching out to the kid in your class you've known for a while but have never spent time with. Ask them if they want to get a slice of pizza or some ice cream after school one day this week. Best case scenario, you'll make a new best friend. Worst case scenario, you'll get to eat pizza or ice cream.

## School Wide Extension Ideas: Weekly Stand



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### Build `Em Up

Give someone a genuine, thoughtful, compliment each day this week to show that you value their contributions. If someone gives a presentation or makes an insightful comment in class, you can say something like, "Hey, I totally agree with what you said, great point!" or "You killed that presentation!" or "Hey, really good job with \_\_\_\_." Just paying attention to someone can be really powerful. BONUS: It can be even more powerful if you give a compliment in front of others, so they can recognize the person's positive qualities, too. If you have an opportunity to build someone up in a group, do it!

### Positively Positive

Performing acts of kindness for others can make you happier, too. So go out of your way to be positive this week! Pick one activity to do repeatedly, and see what impact it has. You could try saying "hi" to everyone you pass in the hall, opening the door for whoever is behind you, or posting positive comments on your friends' walls. Just get out there and

spread good vibes!

## School Wide Extensions: Got time?

### ***Recess/Lunch are asset building opportunities!***

Intentionally use the skills of ABC lessons to  
*catch kids doing good*



### **Become an ABC FUNvisor**

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**Invite** your readers to volunteer to provide coaching on lessons from the books for youth at recess or lunch.

- Just being “there” to talk, walk and discuss the day’s events makes our school feel safer and more caring for kids.
- The ABC Readers are coaches, guides, mentors and a safe person to hang out with!

#### **Other options:**

##### **FUNvisors:**

- Caring adults who volunteer to bring fun to the playground, connect with youth and serve as coaches, guides and mentors on a regular basis. FUNvisors intentionally use the skills of the ABC lessons *to catch kids doing good* and remind students of positive responses to tough social interactions.

##### **Reminder:**

- Yard Duty are responsible for addressing discipline issues.
- Refer to Staff Letter and Yard Duty Tips.

## Closing Comments

### Remind your ABC Readers of:

- Reading Schedule
- Sign-in
- Planning Support
- Meeting Schedule
- School-Wide Calendar
- Asset Building opportunities



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### Remind your ABC Readers of:

- Reading Schedule
- Sign-in
  - Please encourage your volunteers to log all ABC activities on the sign in sheet-Art, Bulletin Boards, Outreach, Reading
  - Check this regularly to monitor volunteers
- Planning Support
  - Grade Level meeting
  - Your 1:1 Coaching availability
- Meeting Schedule
  - Be consistent

### To the ABC Lead(s):

We will be asking you to report this activity in November and March. Your reporting of #of volunteers, students, and classrooms numbers is essential to the financial stability of Project Cornerstone. We depend on your reports for our grant writing and funding requirements.