



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

ABC YEAR 1 LESSON #1

Have You Filled A Bucket Today?/Buckets, Dippers, and Lids

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 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.

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 kind thoughts and happy feelings creates these 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* (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.

Types of Bullying Addressed:

This lesson introduces the new terms, *bucket dipper* and *long-handled dipper*. *Bucket dippers* behave in ways that remove happy feelings and good thoughts 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. These behaviors are a result of an empty bucket and an attempt to

fill their bucket by dipping into the buckets of others. This happens when you let angry feelings become hurtful words or actions.

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. Adapt the following ideas to meet the needs of your students:

1. Take your time. Introduce yourself. Share a little bit about yourself.
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. 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."
4. Explain that ABC is part of Project Cornerstone.
5. Say, "I am happy to be here, and I look forward to getting to know you as we read together and do activities."
6. **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.
7. Go over the ABC Rules or classroom rules. Post the ABC Rules Sign in a designated area.
8. Make sure to discuss the "no name" rule.
 - a. All stories should be told without using real names, in order to keep from being a *bucket dipper*.
 - b. Suggest a generic boy or girl name to use instead.
9. Start and/or end your lesson with a cheer, song, or fingerplay.

Read the Book:

If your classroom time is short, do this quick introduction to the book:

- 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.

If you have a little more time:

Pass around a bucket filled with pom poms or cotton balls. Say these represent happy feelings and good thoughts. Then pass out a bucket filled with seed pods from Liquid Amber trees. Say these represent negative and sad feelings.

- 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 be kind and feel happy, and make others feel happy. Ask students to listen for the 3 rules of a happier life.

OR

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

- 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).

OR

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

- **BE A BUCKET FILLER.**
 - Be kind to yourself and others.
 - *Upstanders* look for ways to intentionally create kindness.
- **DON'T DIP.**
 - Use self-control. Resist the *urge to dip*.
 - *Stop and think* before you react.
- **USE YOUR LID.**
 - Use your lid to protect your bucket and prevent someone from dipping.
 - If you have a feeling of ouch, this signals a time to *use your lid*.
 - Be resilient and know that you can recover from difficulties.

Grades 4-6

- Ask students to tell you what they know about the 3 rules for a happier life.
- *Using a lid* might require more information and practice:
 - 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*
- If students are knowledgeable on all 3 rules, focus on kindness.
- Show a video about kindness. (Links in Resources)
 - Kindness Boomerang
 - Steve Hartman Video on altruism
 - Science of Kindness
- Discuss ways they can create a kindness culture at school.
- Consider making a video that shows them discussing or doing kind acts.
- See Resources for websites promoting kindness.

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*

- 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*?
 - Write their ideas as list on the paper.
 - Ask students to be specific. If someone says, "Be nice." Talk about what this really means- give words of affirmation, help someone, invite or include etc.
 - Practice and act out some of the ideas with a role play.
- 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.
 - *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 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. You are *using your lid* when:
 - 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.
 - Ignore or ask them to stop the *dipping*.
 - Ask if the person who is *dipping* if something is wrong or if they need help.
 - If possible, use words of affirmation to counter act the *dipping*.
 - Get help if you feel scared.
- How can you *fill someone's bucket digitally*? (Using a phone, text message or while playing online games?)
- How does it feel to read about a *put-down* in a text, email or a posting online?

GROUP ACTIVITIES

Choose one activity that you feel will work best with the students in your class.

Bulletin Board

Materials: construction paper for the buckets or white paper cups, copies of *bucket filler* grams

Check with the teacher to see if you can create a *bucket filling* 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 *Bucket Grams* will fit inside.

Bucket Gram

All Grades

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.

Special Note:

Be aware that it can feel like *bucket dipping*, if a student misses out on receiving a *bucket gram*. (Make sure to assign the whole class so that everyone receives the same amount.) Also make sure adult eyes look at the finished *gram* to check that it is thoughtful and kind.

- *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.
- *Bucket Filler Gram Mailbox* – Leave a second bucket or a covered box for completed *Bucket Grams*. The teacher can arrange for “Special Delivery”.



***Role Play**

Grades K-3

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 that 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*?

Grades 1-6

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 *Bucket Gram*

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 *Bucket Dipping*

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 *bucket dipping* message:

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



How to *Fill a Bucket*

Materials: Bucket handout for each student

Grades K-1

Have the students draw a picture of something they can do to fill a bucket. They can dictate a sentence to an adult. They can make this into a poster or a bucket gram for a classmate.

Bucket Filler Cheer

Grades K-6

Materials: Write own cheer or use the Bucket Filler Cheer - [Microsoft Word - IAmABucketFillerChant \(bucketfillers101.com\)](https://www.microsoft.com/education/ideas/activities/bucketfiller)

1. Divide students into 5 groups-Intros, *Bucket fillers*, *Don't dip*, *Use your lid*, and Enders
2. Ask them to write a 3 or 4 sentence cheer to go with their title.
3. Put the different groups cheer together.
4. Have students stand and be ready to cheer!
5. Start by practicing this movement: stomp, stomp, clap, clap (keep repeating)
6. As they are doing this movement add the cheer.

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. (Pre-attaching the handle works best if time is short.)
2. On their lid, have students think of and 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, stars, and hearts.

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.

Students can keep their buckets on their desk so they can remember to *use their lid* if they need to protect their bucket.

CLOSING

Three Minute Huddle (Led by ABC Volunteer):

Ask the students to close their eyes and think about a that they would like to put in someone's bucket today. What could they *say* or *do to fill someone's bucket*? Have them pair share with the person sitting next to them.

OR

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.

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.

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

SCHOOL WIDE EXTENSIONS

School Communication:

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

Parents

- 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.

Staff

The materials available for staff are a staff letter, Yard Duty tips, and lanyard. 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:

Project Cornerstone, ABC Year 1, Lesson 1, *Have You Filled A Bucket Today?*

- 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.
- Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) talk about the message of the month.

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



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.

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.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

- Ask for examples of *bucket filling* students said, heard, or saw at recess. These will *fill your bucket*, remind students to continue practice, and role model ways to *fill buckets*.
 - 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 *Bucket Grams* will be kept in the classroom.
- Brainstorm a "Special Delivery" system for the *Fuzzy Grams* in your classroom.

CLASSROOM ENRICHMENT

Classroom *Bucket Filling*

Materials: decorated classroom bucket, bucket filling ideas written on stars and hearts,

Put the stars and hearts into a bucket. Each day pull out one idea. Have the students try to practice this all day inside, outside, at home. Keep ideas simple at first. For example, smile can be one easy bucket idea. Helping someone is another good one. Ask for more ideas as you finish your first set.

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 week, all students share their favorite act of kindness (*bucket filler act*) 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* language to *notice, name and celebrate* desired behaviors.
- Practice, Practice, Practice. 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 *bucket filling*.
 - 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 *bucket filler ideas* 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

A Bucket Book

Send home a traveling book, notebook, pencil.

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

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:

- *Growing Up with a Bucket Full of Happiness: Three Rules for a Happier Life* by Carol McCloud
- *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

Websites:

- Visit www.bucketfillers101.com for additional ideas, assembly opportunities and products.





- Bucket Filler Pledge <https://www.bucketfillers101.com/pdfs/news2019/2019-08-04BL.pdf>
- Free handouts for Bucket Filler Week: <https://bucketfillers101.com/free-resources/>
- <https://ripplekindness.org/resources/free-printouts/>
- www.commonsemmedia.org for digital citizenship lessons

Videos:

- 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>
- Bucket Cheer: <https://youtu.be/H2n4MwuVd88>

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity