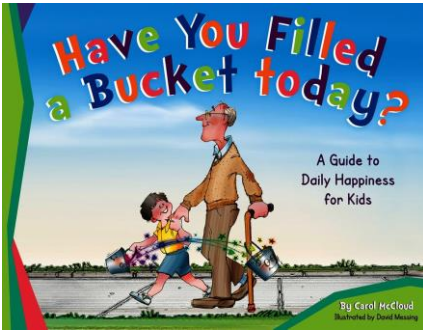




# Asset Building Champions

ASSETYEAR



### Book of the Month

Title: Have You Filled a Bucket Today? / Bucket, Dippers, and Lids  
Author: Carol McCloud  
Illustrator: David Messing  
Publisher: Bucket Fillers

Be a  
Bucket  
Filler



## BOOK SUMMARY

*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. 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.



## FRAMEWORK

### Social Emotional Learning:

**Relationship Skills:** Developing Positive Relationships, Seeking or Offering Support or Help when needed

**Social Awareness:** Recognizing Strengths in others, Showing Concern for the Feelings of Others

**Responsible Decision-Making:** Demonstrating Curiosity and Open-Mindedness

### Developmental Assets:

**Support:** Positive School Climate

**Social Competencies:** Interpersonal Competence

**Positive Identity:** Personal Power

**Empowerment:** Youth as Resources

**Boundaries and Expectations:** School Boundaries, Positive Peer Influence

**Positive Values:** Caring

### Developmental Relationships:

**Express Care:** Be Warm, Believe in Me, Be Dependable, Encourage

**Provide Support:** Empower

**Share Power:** Respect Me



## GOALS

- Students will learn about being a bucket filler by doing kind actions for themselves and others.
- Students will practice using self control through choosing to respond kindly.
- Students will feel empowered to intentionally fill their buckets and the buckets of others with happy feelings and good thoughts.



## KEY IDEAS

*Bucket filling* is all about lifting others. This lesson and the activities within it focus on the positive ways we can make others feel valued, respected, and known. *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. 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. Addressing negative emotions and actions is necessary before students find themselves in a situation of bucket dipping. Role-playing is a great way to set students up for success and hear how their words and actions sound and make others feel.



## CONVERSATION STARTERS

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. If you have more time, create and bring in an "All About Me" bag. Put 3 things in the bag that represent something about you.
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 stands for Asset Building Champions, and we will be learning all about assets this year for Project Cornerstone.
4. **Learning students' names is key to building a relationship.**  
Ideas include: Ask students their names, play a name game, make sure students are wearing nametags every time you read.
5. Go over the ABC Rules or classroom rules. Post the ABC Rules Sign in a designated area.
6. Make sure to discuss the "no name" rule.
  - a. All stories should be told without using real names, to keep from being a *bucket dipper*.
  - b. Suggest a generic name to use instead.

### Soft and Prickly

K-6

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?

- Show that with enough happy feelings and good thoughts, the negative ones can be covered and don't hurt as much.

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.

3-6

### Cotton ball Competition

Materials: A cup (representing a bucket) and a spoon per child, cotton balls or pom poms enough to fill the buckets.

Explain that we will have a game to get started where we will partner up and see how full we can make our buckets in a set time limit.

Give students each their cup and have them write their names on the cup (or write their names beforehand) and decorate them if there is time.

- Tell students the point of the game is to fill up their "bucket". Students will partner up with someone and toss cotton balls into one another's cups until someone has filled theirs.
- Have students stand in two lines facing their partners.
- The rules are one ball at a time and no touching anyone's bucket but your own.
- Toss your cotton balls on the ground along the center of the line between the students.
- On your mark, get set, go!
- Encourage students to try to be first to fill their partner's bucket. Have fun!
- Give a 20 second warning. Have students freeze when the time is up.
- Check the buckets. Ask students how they did.

Tell students today we will be learning about our own personal buckets and how we can fill our buckets for ourselves and others. In real life though, the cotton balls never run out!



### READ 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. You don't have to raise your hands, but I want you to consider: Do you feel good about yourself, friendly, excited, or happy? Or do you feel sad, angry or lonely?
- Open your eyes. If you feel happy, that means your *bucket is full*. If you feel sad, that means your *bucket is not full*.
- Show the book and name the author, title, illustrator, and publisher. Read the book.



### DISCUSSION QUESTIONS

After reading the book, ask students how this relates to the activity before the book. If you did the prickly/soft activity, focus on kind words vs mean words. If you did the bucket filling with the dippers then talk about how we all have buckets and we want to fill, not take from anyone's bucket. There is an endless supply of cotton balls for everyone, and filling someone's bucket doesn't take away from your full bucket.

Examples of questions to ask:

K-2

*Have You Filled a Bucket Today?* Possible Questions

1. Who has a bucket?
2. Why do we want a full bucket?
3. What does it feel like to have your bucket filled?
4. Why do people sometimes dip from buckets?
5. What are ways people dip?
6. How can you use your lid to protect yourself from bucket dipping?

7. How can you use your lid to protect others from bucket dipping?

3-4

### *Buckets, Dippers, and Lids* Possible Questions

1. How does it feel when your bucket is filled?
2. What are some ways you like to fill other people's buckets?
3. We all receive and give love in different ways. How do you like to show kindness? How do you like to receive kindness? (If examples are needed you could refer to the 5 love languages: service, kind words, physical touch, gifts, time together)
4. When have you let angry feelings become hurtful words? How do you keep yourself from dipping into other's buckets?
5. What were some of the "secrets to happiness"? (learn to fill buckets, resist the urge to dip, use your lid) Think silently about one of those three tools you could improve.
6. How can we try to focus on filling each others' buckets at school more effectively?

5-6

### *Growing Up with a Bucket Full of Happiness* Possible Questions

\*Review the Three Rules: Be a Bucket Filler, Don't Dip, Use Your Lid (p.70)

Choose a few sections to read to your class or encourage your teacher to read different chapters throughout the month. Favorites include: *Hanging Out with Bucket Fillers*, *Filling Your Own Bucket*, *We All Dip Sometimes*, *Talk About Your Bucket*, *If It's True, Is It Dipping?*, *Dipping into Your Own Bucket*, *How I Learned the Law of the Lid*, *Facts of Living*, *Protect Other People's Buckets*.

Ask Students the following questions after reviewing parts of the book:

1. How do you choose friends you want to spend time with? How do those friends treat others and how do they treat you?
2. How can you fill your own bucket at school? At home?
3. Who can you talk to about your bucket?
4. How can you be better at the second rule: Don't Dip?
5. What can you do when you feel yourself dipping into your own bucket?
6. Have you learned the law of the lid?
7. Can you think of a time when you used your lid to protect yourself or others?



## ACTIVITY OPTIONS

K-2

### **What would you do?**

Do a simple role play with the students.

1. Have students 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 students can actively listen to someone speaking to them and share something good about their week.
2. Ask two students at a time to act out these scenarios at the front of the room or think of more!
  - 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*?
  - You see someone cut in front of another person for the monkey bars in a rude way. How can you protect their bucket?
  - You want a book someone else has. You ask them if you can have a turn. They say, "No." How can you respond in a bucket filling way?
  - When a parent comes home from work, they say they had a bad day. They yell at you to pick up your toys. You realize their bucket is low. What can you do to *fill their bucket*?

3-6

### Name Game Bucket Filling

Materials: Bucket cups from beginning of lesson, slips of paper, writing tool, larger bucket or basket

We will be filling each other's buckets today with an activity. Think about the things you enjoy about your classmates. We will be focusing on being kind, and filling someone else's bucket by giving a compliment, but also filling your own bucket by helping to make someone else feel good.

- Hand each child a piece of paper to write their name on.
- Each student will put their paper by their bucket on their desk. Make sure the teacher has one too!
- Tell students they will be walking around the room and writing a bucket filling word to for the person on each paper. Set a timer and possibly put on some background music.
- Explain that this activity will be anonymous, so as we go around the room, let's be positive examples of kindness and bucket filling for ourselves and others.
  - Offer examples of descriptors for them to choose from. Ex: kind, funny, smart, athletic, stylish, friendly
- Walk around the room with them and write words for the students you know. Give praise as you see kind words being written. Give them a 2-minute warning.
- Once time is up, have each student roll up the paper for someone whose desk they are by. Place it in the bucket of the person it belongs to.
- Students can return to their desks and look at the paper when the ABC volunteer says it is time.

K-6

### We Choose Bucket Filling

Materials: Large poster or butcher paper with bucket drawn on it, writing tools, and optional post its

Tell students we are going to make a big visual of ways to fill each other's bucket to display in the room.

- Put students in small table groups to brainstorm how students can fill their classmates' buckets (say hello, wait your turn, give a compliment, do what you say you will do).
- Have each group come up and write their ideas into the bucket, effectively filling it for everyone.
  - For younger students, ask them to brainstorm together and give each student a piece of paper to draw a picture for their idea (a hand waving hello, a smile, friends playing) and then write the words down next to the picture once it is up on the bucket.

Thank students for their work and their ideas. Remind students that in order to have your bucket filled, you can't have your lid on. We need to be open with one another and trust each other to be kind. Let's work on doing one of these ideas each day for someone in this room!



## CLOSING

### Bucket Filler Pledge

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

K-6

Teach the students the *Bucket Filler Pledge*. \* Have students stand up and even raise their right hand and say out loud or repeat it as you say it for the younger students. Encourage students and their teacher to do this daily for a month to reinforce the concepts learned this month. Students can color it in and decorate it with ideas for bucket filling.

### 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.

3-6

### **Reflection**

Ask the students to close their eyes and think about a that they would like to put in someone's bucket today. Keep their eyes closed and ask students to think again how it feels when someone dips from their bucket. What could students *say or do to fill someone's bucket and their own*? Have students pair share with the person sitting next to them.

Thank students for their time and encourage them to set a goal to fill someone's bucket every day.



## SCHOOLWIDE EXTENSIONS

### **Schoolwide Bucket**

This can stay up all year or just until the next school wide extension you chose to do. A great way to focus the school on your idea of bucket filling and the positive impact you all can have on each other.

Materials: Large Bucket Display on posterboard, water drops paper cut outs (colored paper is fun), boxes for students to place bucket filling moments with pens and papers nearby.

- Set a time frame for this event (2- 4 weeks would be great).
- Ask your volunteers to tell the kids about it on their reading day. Be sure to include it in school announcements as well.
- Have a giant bucket visual up somewhere prominent in the school. Consider designating a place that can continue to be your Project Cornerstone area all year.
  - Put the bucket up with the tag line, "Have You Filled a Bucket Today? or "We're Bucket Fillers at \_\_\_ your school name \_\_\_!" or " \_\_\_ mascot name \_\_\_s are Bucket Fillers!"
- When students see someone filling their bucket or someone else's, they write down (or ask an adult to write down) the act on a piece of paper and put it in a box.
  - Have a box in the office and possibly a few other locations for students to put their bucket filler examples.
- Each bucket filling action earns a drop in the bucket!
  - You can leave the drops blank or write something from the kindness that was written down.
- If possible, have yard duty workers on younger playgrounds carry paper to write positive acts and even a sticker to give to those who are bucket fillers or reporters.

To kick off the schoolwide extension, you could invite readers to come to the school during lunch or recess to help record those positive bucket filling actions.

Let's focus on the positive and see how full we can make our school bucket!