



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Have You Filled A Bucket Today?

And other Bucket Books

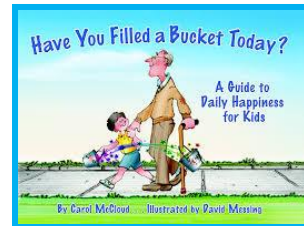
ABC ASSET YEAR LESSON 1
PROJECT CORNERSTONE

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.

Schedule for Training:

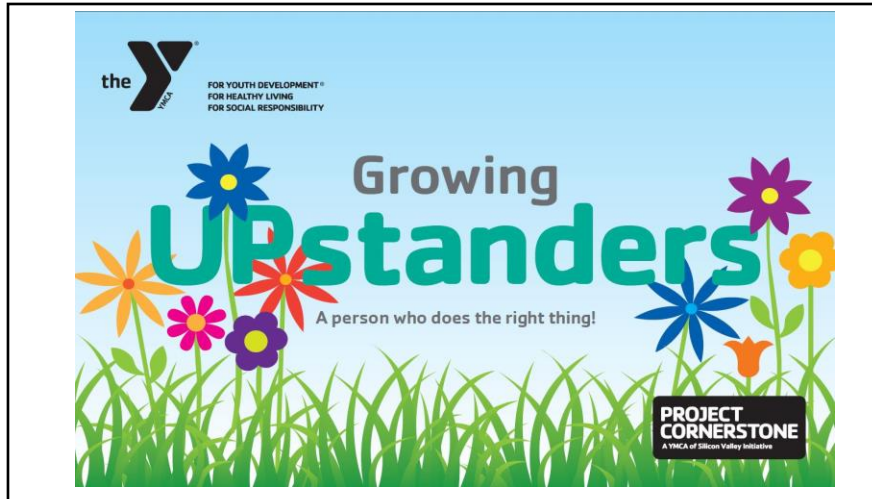
- The Role of the Volunteer and ABC Review
- Summary of Books in Lesson
- Overview of Lesson, examples of activities by Grade Level
- Classroom Management Tips
- Q & A



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We are Growing Upstanders!



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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.

The Role of the Volunteer

- You are a Bucket Filler!
- You are an example to these children!
- You are an empathetic and active listener!
- You are helping to create a positive and supportive classroom climate!

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- Clearly define the volunteer's role in promoting bucket filling.
- Emphasize the importance of being a positive role model.
- Discuss expectations for attendance, punctuality, and communication.
- Share the importance of creating a positive and supportive classroom climate.

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



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GROWING UPSTANDERS

Today is an UPstander Day.

Be Kind. Fill Buckets.

Swim Free. Don't Take the Bait.

Stand Up for All.

Everyone Counts! It Just Takes One.

Spark a Change.

C.H.I.R.P. Courage, Honesty, Integrity,
Responsibility, and Perseverance

Your Voice Matters.

6 Have You Filled a Bucket
Cornerstone

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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Remind the volunteers that they are there to model and remind students of these rules during their lessons

Reflection Question:
How have you been effective in building relationships and modeling positive behaviors in classroom settings?

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Mindfulness Activity: Bucket Fillers

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Have You Filled a Bucket Today?

(K-2nd)

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Conversation Starters

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Soft and Prickly

- Show them the difference between positive and negative feelings



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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.

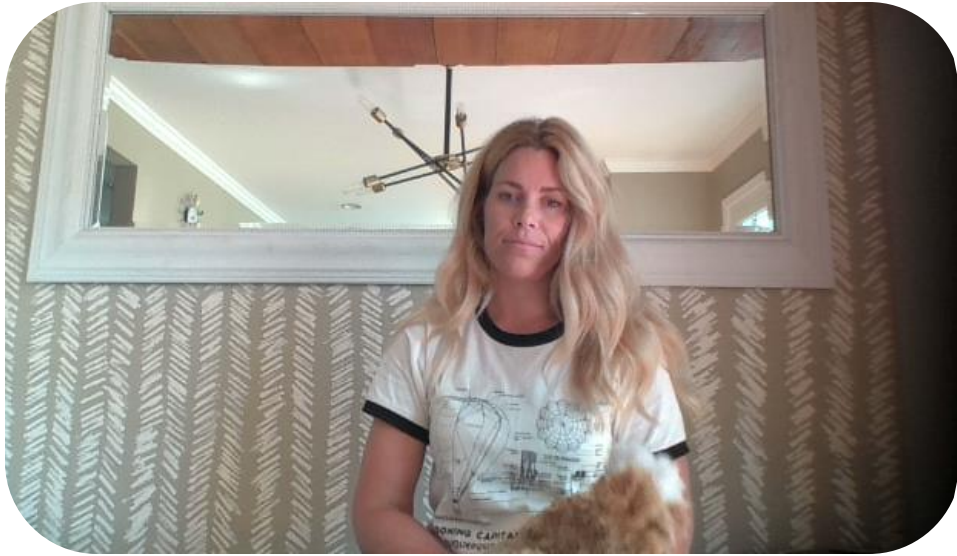
Tell the class that today you are going to

read a book that talks about ways you can be kind and feel happy, and make others feel happy.

Reading The Book

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Pre-Reading Set Up



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Reading the Book

- Work with the teacher ahead of time to know where you and the students will be during the reading
- Give students a preview of what the book is about
- Ask them to look for something specific, or think of something (i.e. what emotions do you notice?) while you read the book

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Tips for Reading to 5- 8-year-olds

- Engage with visuals: Point to pictures, ask questions about them, and encourage students to describe what they see
- Vary reading styles: Use different voices, pacing, and intonation to bring characters to life.
- Incorporate props: Use puppets, costumes, or objects to enhance the story.
- Encourage predictions: Ask students to guess what might happen next in the story.
- Keep them on topic: Refer them back to the lesson and book facts *when* they share unrelated details

Engaging with students while reading



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Discussing The Book

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Questions for Younger Students:

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?

Activity Ideas

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What would you do?



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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.
1. 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*?

We Choose Bucket Filling



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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.

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.



Classroom Management Tips

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Effective Behavior Management Strategies

Use proximity control:

Move closer to a student who is off-task to redirect their attention.

Offer choices:

Give students opportunities to make decisions, which can increase their sense of control.

Buckets, Dippers, and Lids (3rd-4th)

Growing Up with a Bucket Full of Happiness (5th-6th)

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Conversation Starters

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Cotton Ball Competition



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This might be a rowdy one, depending on your class, but I promise getting the kids moving will also get them thinking.

Reading The Book

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Example of PreReading



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Tips for Reading to 8-12 Year Olds

- Use think-alouds: Share your thought processes as you read, modeling critical thinking and comprehension strategies.
- Promote discussion: Encourage students to share their thoughts and feelings about the story (these thoughts can be referenced later in the discussion- remember you are modeling for the students!)
- Vary the pace: Mix longer readings with shorter to help keep them engaged.
- Ask open-ended questions: Encourage students to think critically about the text and support their answers with evidence.

Discussing The Book

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Setting them Up for a Positive Discussion

Remind them of “no name” rule

We don't share stories including someone's name- in this class or outside of this class

Thank them for sharing ideas

As they share, make sure to make it clear you heard them and you appreciate them speaking up

If there is a lull, you can allow for them to have some thinking time, and also give examples

Sometimes that question isn't clear for them

Questions for Buckets, Dippers, and Lids

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?

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Questions for Growing Up with a Bucket Full of Happiness

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?

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Activity Ideas

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What would you do?

In the lesson plan, this is listed for K-2, but you can always adapt any part of the lesson to different ages, and role playing is always a powerful teacher!

- Adapt to their experiences
- Come with examples ready to go

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Examples include: Someone tells you something about another person that isn't kind. A kid in your class always seems to be last in line for the cafeteria. At the pool you see an older kid in a life jacket.

Name Game Bucket Filling

Give students practice in giving and receiving compliments.

- A positive way to start building relationships within the classroom.



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Example of instruction

We Choose Bucket Filling



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Example of instruction for 3-6

Closing: 3-Minute Huddle

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Reflection

Set an intention individually or as a class for the day, week, month, year.

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.

Classroom Management Tips

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Effective Behavior Management Strategies

Teach self-regulation:

Help students develop strategies for managing their emotions and behavior.

Use restorative justice:

Focus on repairing harm done and building relationships.

School Wide Extensions

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Schoolwide Bucket

Make the most of all students learning the same concepts!

Goal: One Schoolwide extension this year.



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This particular one can take a lot of planning- but it gets everyone talking and supporting and focusing on the positive things you are learning in class. Volunteer during recess and encourage other readers to do the same. You could even do it at the beginning of school for parents who cannot take more time out of their schedule to come work a recess.

Final Reminders

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Parent Communication

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

- School marquee
- Send our parent/guardian newsletter home through the classroom teacher and school news
- Print out stickers for students to wear home
- Encourage students to fill up their family buckets
- Create (or update) a Project Cornerstone section on your school's website

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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.

Closing Comments

Remind your ABC Readers of:

- Setting up Reading Schedule with teachers
- Meeting Schedule for Schoolsite Trainings
- Asset Building opportunities at your school

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Remind your ABC Readers of:

- Reading Schedule
 - Please encourage your volunteers to log all ABC activities on the sign in
 - Check this regularly to monitor volunteers
- Planning Support and trainings
 - Grade Level meeting
 - Your 1:1 Coaching availability
- Meeting Schedule
 - Be consistent

To the ABC Lead(s):

We will be asking you to report 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.