



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# Have You Filled a Bucket Today?

TRANSITIONAL KINDERGARTEN/  
KINDERGARTEN TRAINING  
AUGUST 2024

## **WELCOME AND GETTING TO KNOW YOU**

**Share your name, District, how many years reading for PC, and favorite season of the year**

**- Verbally or over chat**

# AGENDA FOR TRAINING

## 1. OVERVIEW OF VOLUNTEER RESPONSIBILITIES

- YOUR FIRST CLASSROOM EXPERIENCE
- TK/K CLASSROOM MANAGEMENT TIPS

## 2. BOOK SUMMARY

- CONVERSATION STARTER
- READING THE BOOK
- DISCUSSION QUESTIONS
- ACTIVITY OPTIONS
- CLOSING

## 3. FINAL THOUGHTS AND QUESTIONS

## **VOLUNTEER STEPS AND RESPONSIBILITIES**

- FILL OUT YOUR PROJECT CORNERSTONE VOLUNTEER FORMS
- FULFILL REQUIREMENTS SET BY YOUR DISTRICT AND SCHOOL
- SIGN UP WITH YOUR SCHOOL'S LEAD AND CONTACT YOUR CLASSROOM TEACHER
  
- READ THE BOOK OR THE LESSON PLAN AND KEEP UP WITH YOUR LEAD'S TRAININGS OFFERED
- ATTEND OUR ZOOM TRAININGS OR WATCH RECORDINGS
- SEEK HELP FROM YOUR SCHOOL'S LEAD OR ME

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When asking them to share their names- this can be an opportunity to help students

# VOLUNTEER GUIDE

## Project Cornerstone-Trained Volunteer Code of Conduct

Listed below are Project Cornerstone's policies for adults who volunteer in schools. In addition to these important policies, please become informed about and adhere to requirements specific to your school site.

### Why Volunteer?

We believe that "All kids are our kids."

- Volunteers intentionally invite relationships with staff, students, and families that support the mission to help youth thrive.
- Volunteers intentionally seek to empower youth by providing opportunities for voice and choice in classrooms and on campus.
- Volunteers partner with school staff to create safe and caring spaces for youth to be themselves and have a sense of belonging; to learn about themselves and others; to connect; to explore and discover their interests.

### Positive Role Model

In your role as a school volunteer, Project Cornerstone-trained volunteers will intentionally portray a positive role model for youth by maintaining an attitude of caring, honesty, respect, responsibility, and patience.

- Project Cornerstone-trained volunteers will be deliberately inclusive when working with all children, by considering factors including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race and sexual orientation.
- Project Cornerstone-trained volunteers will refrain from using profanity, telling inappropriate jokes, sharing intimate details of one's personal life, or any kind of harassment in the presence of children, parents, or staff.

### Support School Faculty and Administration

Project Cornerstone is a partner with your school and district. As a representative of Project Cornerstone and your school, build a trusting relationship with members of your school community.

- Seek to understand and promote school policies and procedures.
- Follow your school's rules for the use of all school facilities and equipment.
- Be aware of school policy on privacy, including but not limited to technology, phone, camera, and social media use.

### Confidentiality Policy

Everything that you see and do concerning children at school is **private and confidential**.

- Student interactions and information is the exclusive domain of the school's professional staff and are confidential. Do not share information about students, including but not limited to family situations, grades, behaviors, etc. Student information is not to be shared with parents, other students, or community members. Even good news is confidential.

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## Asset Building Champion (ABC) Volunteer Description

### Volunteer Goals

The primary goals of ABC volunteers are to:

- **Build a relationship** with young people by reading specially selected children's books and leading classroom activities.
- **Lead meaningful discussions** that focus on important issues like respect, tolerance, integrity, peaceful conflict resolution, honesty, caring, and friendship.
- **Provide students with tools** to become an *UPstander*, to grow social and emotional learning skills, and to integrate inclusion and empathy skills into their lives and the lives of others.
- **Build a common language** and set of expectations for behavior, which leads to creating a more caring, positive school climate.

### Qualifications

ABC volunteers should:

- Love working with children in a classroom setting.
- Enjoy reading books out loud to students.
- Be comfortable leading age-appropriate discussions and activities with students.
- Communicate well with adults and children.

### Time and Length of Commitment

- September to May of the current school year.
- 2-3 hours per month.

### Requirements to Become an ABC Volunteer

Before volunteering in the class, participants must:

- Complete and sign the online Project Cornerstone volunteer application, including the Assets 101 training module.
- Complete all school site volunteer requirements.

### Main Responsibilities

- Role model positive social interactions with students and adults.
- Learn students' names
- Attend monthly preparation meetings to review the book and lesson plan.
- Partner with the classroom teacher to read the selected ABC book, lead students in a discussion, and complete an activity based on the provided lesson plan.

**Clarify roles:** Explain the expectations for parent volunteers. **Training Requirements:** Emphasize the importance of completing the required training.

## Classroom Management Ideas

### Universal accommodations & adaptations to use in all classrooms

- Picture walk through the text. Show the illustrations only.
- Let students who have difficulty sitting still hold the book up for all to see while you read.
- Use preferential seating; let students who need more support sit closer to you.
- Simplify questions when needed (ask for yes/no or one word response, allow gestures, use pictures, etc.)
- Provide access to the book with the eBook or pre-recorded videos for students to preview, listen after, or listen quietly with headphones during lesson.
- Use peer supports - let peers help their classmates answer questions or complete activities
- To engage more students at once, or to invite students to speak up who do not always feel comfortable in a group setting, ask simple questions that can be answered as a group with a yes or no. Students can all answer with thumbs up, down, or so-so at the same time.

### Ways to adapt for upper grades

The ABC program repeats every three years. Older students will hear the stories a second time during their elementary education. Here are some ways to keep the lessons updated and relevant for older students.

- Review the power point notes for each book found on the website. Under the slide, "read the book" special attention is given to upper grades:
  - Upper Grades have the option to recap the story instead of reading the book. Check in to make sure all students remember important points.
  - You can do a "picture walk" through the book as they detail the storyline and spend more time taking the discussion to a deeper level.
  - Use a video to start the conversation and discussion.
- If you read the book:
  - Ask students to help you summarize the main points.
  - Have students take turns reading a page. Encourage them to use voices and exaggerated facial expressions and body language.
  - Read the book and ask students to listen for one new thing. Have them share what that is at the end of the lesson.
- Look for opportunities for Upper Graders to be empowered and to **practice and internalize the tools**.
  - The role plays give students this opportunity to practice.
  - Turn the book into a skit. Ask students to create specific scenes or scenarios and present the skits to the whole school.
  - Have students make a video or give instruction to younger students.
  - Practice digital citizenship. What if the character said this in a text or an email? How does that change the reaction and response?
- Days before the lesson, ask students to prepare anonymous discussion questions that address their pressing concerns at school on index cards that will be used during your ABC time. Prompts like:

- What might happen if...?
- What could be done...?
- What might you see...?

### Ways to adapt for TK/Kindergarten

A four- or five-year old can only sit for a short time. During the lesson, keep it interesting by singing, using a puppet, and allowing for frequent position changes/movement. When you see them wiggle, it's time for you to make an adjustment!

- Expect a short, lively visit at the beginning of the year. As they grow, your time with them will grow, too!
- Choose a song or finger play that you will use to start each classroom visit.
- Sit close to students. Use their names.
- Swiftly acknowledge correct and approximately correct behaviors. Use your gentle touch on a shoulder to calm and refocus.
- Summarize the book while showing the illustrations if the story is too long.
- Consider using a felt board and felt characters to tell the story.
- Ask questions and check for understanding as you read the story.
- Sharing worries and hurts using the "No Name" rule is hard for kindergartners. Help them practice substituting the Disney names of Mickey or Minnie, or your choice of silly names when they are sharing a dilemma.
- Close each lesson in the same way, with a goodbye song, a cheer, or a special wave goodbye.
- Connecting is your goal. Be forgiving of yourself and understanding of others if your lesson bombs and you have to switch to "Plan B." Smile, laugh, and try again.

### Accommodations & adaptations to use for students with disabilities in inclusive settings

- Consult with the teacher on ways to accommodate and meet the needs of the students.
- Allow students to hold "fidgets" or other items to keep their hands busy.
- Allow students to use weighted blankets or vests or sit on inflatable discs.
- Have some pre-completed sheets available, so students who have trouble writing or drawing can use them.
- Make them part of the decision-making process.
- For mastering a physical activity, have multiple activities that allow for a wide range of abilities.
- Video narration can be seen before the live reading. Students can view the video multiple times (repetition) before or post reading.

### Working with second language learners

- Singing songs with movement is a great way to engage English Language Learning students.
- Pair students up so that they can help each other and learn from each other.
- Let students know the discussion questions you plan to explore, so they have time to think about their responses.
- Help build English vocabulary as you read.

- Point to pictures in the book, use vocabulary to describe the illustrations, and use actions and movement to describe the story line.

- Invite a parent or older student to translate/read the book in their home language. Record the reading and post it on your school's website! Send a note with the link (in the home language) so families can share and discuss the book at home.

### Using videos at school

- Check to see what the school policy is regarding YouTube for your campus.
- If YouTube is not allowed, ask what sites are allowed. (Often School Tube is permitted.)
- Preview the video yourself. Then, send video links to teachers for them to preview.
- Ask them to upload it to their computer to be used with smart boards.

## YOUR FIRST CLASSROOM EXPERIENCE

### GREET THEM EXCITEDLY

- In a way that feel natural to you

### TELL THEM BRIEFLY WHO YOU ARE AND WHY YOU ARE THERE

- I'm the parent of \_\_\_\_\_, I'll be coming to read to you every month this year!

### LEARN THEIR NAMES- GET NAME TAGS!

- There are so many excited faces in here, I can't wait to learn all of your names.

### SHOW INTEREST

- Look at them while they speak, repeat part of what they say back to them so they know you heard them. Encourage other students to listen too.

### USE A PUPPET

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When asking them to share their names- this can be an opportunity to help students learn each others' names too

## **CONVERSATION STARTER**

**Priming students to receive the lesson**

**Each lesson will have a puppet conversation about the subject which sets students up to hear the vocabulary and get thinking about the content**

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Each lesson has a conversation starter which involves a puppet. This intro into the subject, vocabulary, and content that will be covered is key to the students getting the most out of the lesson. It can also be called “front loading” and another reason it is valuable is because of the confidence students can feel throughout the lesson when asked questions that they have been primed for through the conversation starter.



## AMY: PUPPET MASTER



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## **READING THE BOOK**

**Make guesses before beginning and throughout where applicable. This fosters awareness of cause and effect as well as problem solving throughout the reading**

## READING THE BOOK

- Read the book at least once before going into the classroom.
- Ask the teacher where you will be reading/ where the students will be sitting
- If you ask open ended questions while reading prepared to get them back on track
  - TK might not be able to sit for all the words. Adapt.

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**Book Familiarity:** Encourage volunteers to read the assigned books in advance.**Activity Preparation:** Discuss how to prepare for the planned activities and discussions.**Student Engagement Strategies:** Share tips for keeping students engaged and interested.

## PRE READING THE BOOK EXAMPLE



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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. When we hear kindness let's make a heart with our hands. Can you do that? (Demonstrate with your hands.) Everyone, show me your heart. As you read, pause, and prompt the students to make a heart when they hear words or acts of kindness. Show students the book and read the cover and author's name. • Say, "This book is called Have You Filled a Bucket Today? o Look at the cover of this book. o What do you think it is about? o What does it mean to fill a bucket?" • Say, "Let's open it up and find out how we fill buckets!"

## READING ALOUD EXAMPLE



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## DISCUSSION QUESTIONS

- They *will* get off topic. They have things they want to share. You are still modeling to them respect received and given.

## DISCUSSION QUESTIONS

- Some of these questions come up naturally while reading, or you can save them all for the end
  - 1. How do you feel when someone has dipped into your bucket?
  - 2. Have you ever dipped into someone's bucket?
  - 3. What acts of kindness can you do to fill a bucket?



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**Now that we have read this great book- we are going to share what we have learned for how we can fill each others' buckets some more and our own personal experiences with that! When we share a story though, we aren't going to use anyone's name. If you have something to tell your teacher or grown up at home about someone, you can do that later, but for now we won't say someone's name when we share a story.**

1. How do you feel when someone has dipped into your bucket?
2. Have you ever dipped into someone's bucket?
3. What acts of kindness can you do to fill a bucket?

## **ACTIVITY OPTIONS**

**Be a Bucket Filler**

**Buckets of Kindness**



## BE A BUCKET FILLER

Role Play is proven to be one of the best ways to teach all the skills we are trying to teach in Project Cornerstone.

“Let’s try that again” allows them to physically say the words and do the actions that we want them to.

- Simple words and keeping it short for Transitional Kindergarten students is key
  - Add smiling at each other and let them feel how they feel good when they smile and that the other person feels good too
  - Kindergarten- turn to a partner, smile and say, “I hope we can play together at recess!”

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At this point your students may need to stand up and stretch a bit. So have them act out this simple skit. • OK everyone let’s pretend to be a bucket filler. • Everyone stand up tall. • Imagine you have a bucket. • Let’s stoop down and pick up a smile. (Pretend to grab something off the ground.) • Everyone smile! Make it a big happy smile. Turn around and smile at the teacher. • Put your smile in your pretend bucket! • Hooray bucket filling is fun! Let’s pretend to put our buckets on the ground and sit down.

## BE A BUCKET FILLER EXAMPLE



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At this point your students may need to stand up and stretch a bit. So have them act out this simple skit. • OK everyone let's pretend to be a bucket filler. • Everyone stand up tall. • Imagine you have a bucket. • Let's stoop down and pick up a smile. (Pretend to grab something off the ground.) • Everyone smile! Make it a big happy smile. Turn around and smile at the teacher. • Put your smile in your pretend bucket! • Hooray bucket filling is fun! Let's pretend to put our buckets on the ground and sit down. (With the TK students, stop here and do the cheer to end the lesson.)

## OBJECT LESSON



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Pass around a bucket filled with pom-poms or cotton balls or pass out a cotton ball. Have the students feel it. Ask: How does it feel? These cotton balls are for kind words and happy feelings. Who can name a kind word? What are happy feelings? TK K © 2024 YMCA Project Cornerstone | [www.projectcornerstone.org](http://www.projectcornerstone.org)

4 Then pass out a bucket filled with seed pods from Liquid Amber trees. Have students put their hand in the bucket. Ask: How does this bucket make you feel? Say these represent mean words and sad feelings.

- Which bucket feels best?
- Which describes your day today?
- What can we do to be a bucket filler and fill other people's buckets? Have the class popcorn their answers as you write them on a bucket poster. If time, act out the actions together.

- o Give someone a compliment.
- o Give a hug.
- o Help clean up.
- o Invite someone to play.
- o Say hello with a smile.
- o High five a classmate

# CLOSING

Add movement

Should feel like a fun  
together activity

## I AM A BUCKET FILLER



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



Adapted from <https://bucketfillers101.com/>



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

FOR TK they are already standing up after filling up their buckets with smiles- You can have them stand and repeat- We are bucket fillers, yes we are! Or the pledge repeat after me- which I prefer actually because you're committing to something together

## **SCHOOLWIDE EXTENSION**

**Talk with your Lead about how you can implement something schoolwide, or you could keep it to Transitional Kindergarten/Kindergarten as they are often on the same playground.**

## **How to Fill a Bucket**

More of a home extension with the students bringing their bucket ideas home and having the opportunity to share with family

## **Bucket Filler Buckets**

For extension throughout the month. This encourages students to continue to use the language of bucket filler. This also focuses on the positive parts of our buckets

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**How to Fill a Bucket Materials:** Bucket handout for each student, crayons Have the students draw a picture of something they can do to fill a bucket. They can dictate a sentence to an adult. Attach the parent letter to the bucket and send them home. The buckets could also be posted on a bulletin board

**Bucket Filler Buckets Materials:** small paper cups, pipe cleaners, markers or stickers to decorate, stars and heart cut outs 1. Pre-write names on the front of the cup. Labels could also be pre-made, and students can place them on the cup. 2. Pass out stickers and decorate their buckets. 3. Attach a pipe cleaner after, to make the handle. 4. Pass out a star or heart have student draw a way to fill a bucket. 5. Attach the buckets to a bulletin board. 6. Add a pom-pom or cotton ball to their buckets when students do a bucket filling action or fill someone else's bucket with kind words

**Thank you for  
being a Bucket  
Filler and starting  
off the year right!**

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