

# WELCOME AND GETTING TO KNOW YOU

Share your name, District, how many years reading for PC, and <u>favorite season</u> of the year

- Verbally or over chat

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# AGENDA FOR TRAINING

# **1. OVERVIEW OF VOLUNTEER RESPONSIBILITIES**

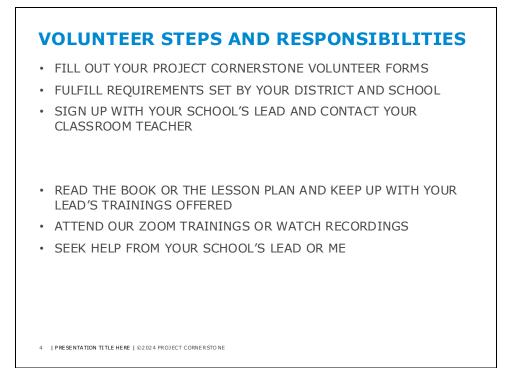
- YOUR FIRST CLASSROOM EXPERIENCE
- TK/K CLASSROOM MANAGEMENT TIPS

# 2. BOOK SUMMARY

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

# 3. FINAL THOUGHTS AND QUESTIONS

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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. Invite relationally invite relation . ationships with staff, students, and families that
- 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

- 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 Cornerstoner trained volunteers will be deliberately inclusive when will be used and use the provide implementation of the pro-sent scheme trained volunteers will be deliberate to be will be used and the provide the provide the provided the pro-expression, gender identity, immigration status, language, race and sexual orientation.
- sepression, gender identity, immigration status, language, race and sexual orientation.
  Project Connerstone-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 promous 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

- 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 studemence, integrity, peaceful conflict resolution, honesty, caring, issues and the low of the low of them.
   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

- n Kesponsibilities Role model positive social interactions with students and adults. Learn students' names Attend monthly preparation meetings to review the book and lesson plan. Attend monthly preparation meetings to review the book and lesson plan. students' in the classroom teacher to read the selected ABC book, lead students' in the classroom teacher to read the selected ABC book, lead students' and 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.

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# **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.
- Wnie 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.

- ns 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: o Upper Grades have the option to recap the story instead of reading the book. Check in to make sure all students remember important points. o 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. I loop a luden be that the comversion and discussion.
- Use a video to start the conversation and discussion.

- O Use 4 vides to scart the conversation and uncussion.
   If you read the book:
   Ask students to help you summarize the main points.
   Aak 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
- 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: 17

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

"Initia coording to the set. 7
 "What so dadpt for TK/Kindergarten
 Active or Rev-yare old can only site for a short time. During the lesson, keep it
interesting by singing, using a puppet, and allowing for frequent position
 digutament
 Expect a short, lively visit at the beginning of the year. As they grow, your
 time with them will grow. (one... you will use to state each classroon visit.
 Swifty acknowledge correct and approximately correct behaviors. Use your
 gent to students. Use their names.
 Swifty acknowledge correct and approximately correct behaviors. Use your
 gent to students. Use their names.
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 gent to students. Use their names.
 Consider using a feb board and fielt characters to tell the story.
 Sharing working and fielt characters to tell the story.
 Sharing working a feb board and fielt characters to tell the story.
 Sharing working a hour were way, with a goodby song, a dremma.
 Coorder using your goal. Be forgiving of yourrelf and understanding of others.
 Comparison is your goal. Be forgiving of yourself and understanding of others.
 Comparison is your goal. Be forgiving of yourself and understanding of them
 wave goodbye.
 Consider using your goal. Be forgiving of yourself and understanding of others.
 Consider using your goal. Be forgiving of yourself and understanding of them
 wave goadbye.
 Considering your goal.
 Be forgiving of yourself and understanding of others.
 Considering the yours and wave the swelts to "Pane B." Simile, bugh, and thy
 gent.

- 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.
   Learning students.

   I at students how the discussing questions you plan to explore, so they have time to think about their responses.
   He bould resplore vocabulary as you read.

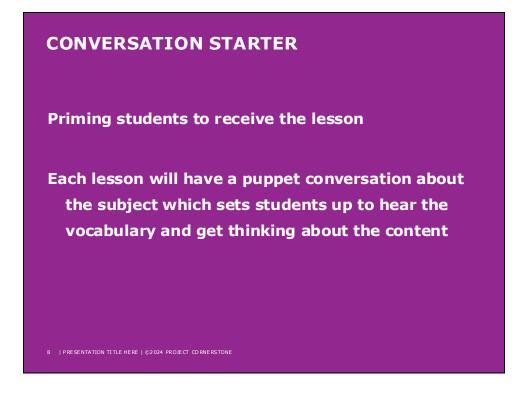
## Using videos at school

- 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.

again: Accommodations & adaptations to use for students with disabilities in inclusive setting: Consult with the teacher on ways to accommodate and meet the needs of the Allow students to hold "fldgets" or other items to keep their hands busy. Allow students to use weighted blankets or visits or sind inflatable disc. Have some pre-completed sheets available, so students who have trouble with the source of the student students and the source of the Make them part of the decision-making process. For mastering a physical activity, have multiple activities that allow for a wide range of abilities. Beside there there have have mading. Students can view the video multiple times (repetition) before or post reading.

# CALCENTINE CLASSENCOM EXPERIENCE SECTION EXPERIENCE A construction of a construction of the section of the section

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



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.

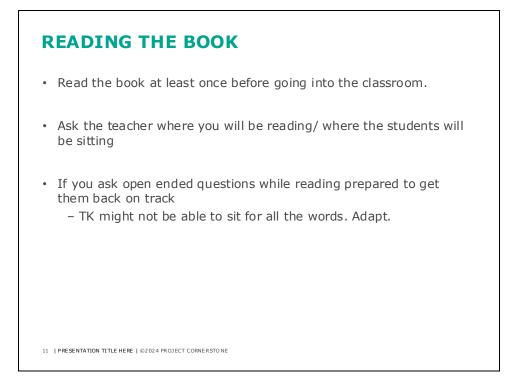
# **AMY: PUPPET MASTER**



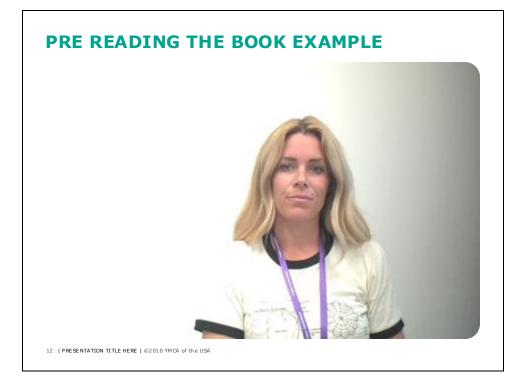
# **READING THE BOOK**

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

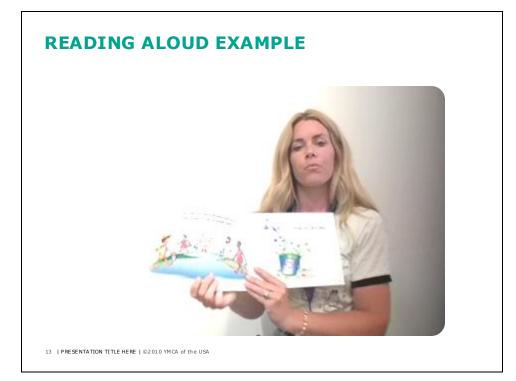
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**Book Familiarity:** Encourage volunteers to read the assigned books in advance.**Activity Preparation:** Discuss how to prepare for the planned activities and discussions.**Student Engagement Strategies:** Share tips for keeping students engaged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



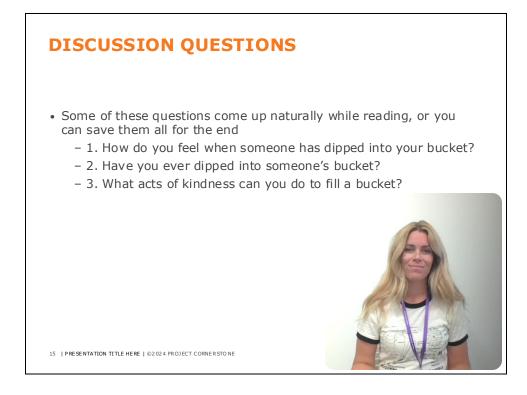
Tell the class that today you are going to read a book that talks about ways you can be kind and feel happy, and make others feel happy. When we hear kindness let's make a heart with our hands. Can you do that? (Demonstrate with your hands.) Everyone, show me your heart. As you read, pause, and prompt 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!"



# **DISCUSSION QUESTIONS**

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

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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?

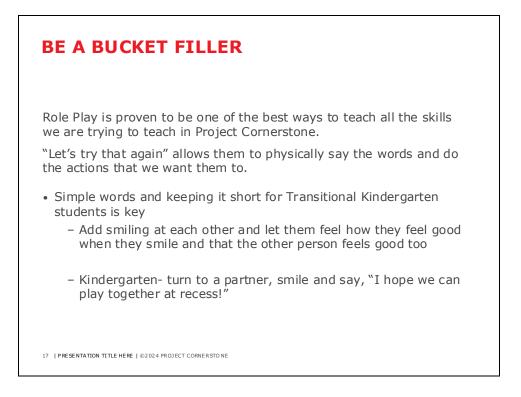
3. What acts of kindness can you do to fill a bucket?

# **ACTIVITY OPTIONS**

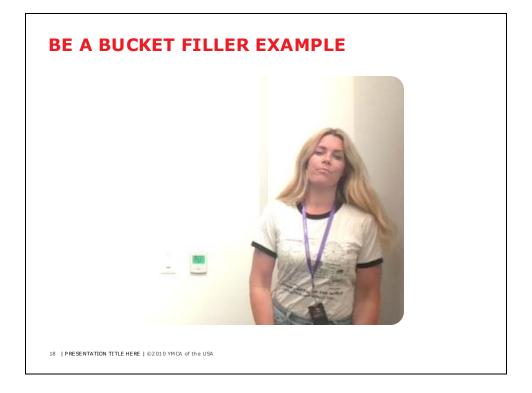
Be a Bucket Filler

**Buckets of Kindness** 

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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.



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.)



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 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

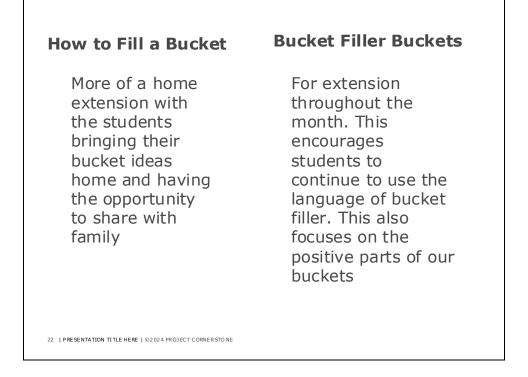


FOR TK they are already standing up after filling up their buckets with smiles- You can have them stand and repeat- We are bucket fillers, yes we are! Or the pledge repeat after mewhich I prefer actually because you're committing to something together

# 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.

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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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