**ABC READER’S OUTLINE**

Have You Filled A Bucket Today

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| Topic | Details |
| Goals | 1. Teach students the 3 laws of bucket filling..  -Be a bucket filler  -Don't dip  -Use your lid.  2. Empower students to intentionally fill their buckets and the buckets of others with good feelings (warm fuzzies). |
| Preparing for Lesson  (45 minutes) | Review lesson plan, collect materials needed, read book at least once.  Contact Teacher  Introduce yourself. Ask for 45 minutes once a month. Welcome feedback.  Set up day and time to present first lesson. Ask whether students have existing nametags.  Prepare parent letter  Make copies and sign parent letter for every student.  Create a personal email to send to every parent and attach parent letter. (Send this out as soon as lesson is over.) |
| Conversation Starters  (10 minutes) | Introduce yourself  Share a little bit about yourself. What are your hobbies and what's your favorite thing to do? Why are you volunteering to do Project Cornerstone?  Explain your role  “I'll be coming to your classroom once a month to read a book with you. We'll have a chance to talk about the book and have a conversation about what it means to you.”  "I want you to look at me as one of the adults that care about you at this school."  "I am happy to be here and I look forward to getting to know you as we read together and do activities."  Nametags- Have children put on existing name tags or make nametags or name tents for the year.  ABC Rules- Discuss ABC rules and classroom rules with students. See ABC Rules sign. |
| Introduction to Book and Reading  (8 minutes) | Before you read the book  Pass around a bucket with warm fuzzies and a plastic bag of cold pricklies OR  Draw some buckets on the board and write down the 3 laws of being a bucket filler.  Read Book |
| Discussion Questions  (5-15 minutes depending on grade level) | 1. Who can give me examples of how you can fill someone's bucket? (Write responses on the board or on a butcher paper titled "How to be a Bucket Filler".) 2. How does it feel to fill up someone else’s bucket? 3. How do you feel when you hear a warm fuzzy? 4. What is a bucket dipper? (Explain that dipping into someone’s bucket hurts and it takes at least 5 warm fuzzies to make up for one put-down. ) 5. How do you feel when someone has dipped into your bucket? 6. How does it feel if you have dipped into someone else’s bucket? 7. (Continue discussion questions below for upper grades.) 8. How can we fill up our own bucket? (List these on the board) 9. How does it feel to read about a put-down in a text, email or a posting online? (This is called Long Handled Dipping) 10. How can you fill someone’s bucket digitally? 11. What makes your lid work? (You make it work!) |
| Group Activity Option 1:  Recommended Grades: K-2  (10-15 minutes) | Fuzzy or Bucket Gram  Materials: Copies of fuzzy or bucket gram worksheet  Preparation: Create a sample gram. Decide who students will write to. It can be a fellow classmate or a caring adult at school or at home. If it’s a fellow classmate, write each student’s name on a slip of paper and bring it to class so that each student can pick a name from the bucket.  Before handing out blank grams, discuss grade level appropriate ideas on what to draw or write on grams. Grams must be truthful, kind, and specific.  If there is time, pair share or share grams as a group. |
| Group Activity Option 2:  Recommended Grades: 1-6  (10 minutes) | Role-Play (includes Digital Citizenship Role-Play)  Materials: Age appropriate role-play ideas (see lesson plan)  Preparation: Decide how many students you will have in each group. Cut out role-play ideas to hand to students.  Before you start, discuss role-play rules: no bad language and no violence.  Let the students know what the signal will be to stop (i.e. lights will go on and off).  Break the students into groups and let them practice role-plays.  If there is time, have groups come to the front of the classroom and perform. |
| Group Activity Option 3:  Recommended Grades: 1-6  (15 minutes) | Buckets with Lids  Materials: Small containers with lids (i.e. salsa cups, paper cups with homemade lids), pipe cleaners, markers or stickers to decorate  Preparation: Pre-attaching pipe cleaner as a handle might help for younger kids or if you are short on time.  Hand out materials and give students time to decorate their own buckets.  Talk about how buckets get emptied and filled (see lesson plan).  Pass out lids and discuss how we can use our lids (see lesson plan). |
| Three Minute Huddle  (3 minutes) | Role model how to be a bucket filler by saying something kind to the class.  Ask students to close their eyes and think of how to fill a bucket today. (For young students, give them some ideas).  Have them pair share their idea with the person next to them.  If time permits, ask volunteers to share their idea with the entire class.  Optional: Close by offering each child a warm fuzzy or have students exchange fuzzies with partners. |