

My Secret Bully
Huff Lesson Plan Notes
October 4, 2016

The book introduces the concepts of **relational and social aggression**.

Relational Aggression is behavior that is hurtful, but is not overtly physical or verbally threatening. "Harming others through purposeful manipulation and damage of peer relationships." Examples include shunning or spreading rumors or lies.

Social aggression describes the same behaviors, but reaches more broadly to include gossip and nonverbal communication, such as facial expressions or gestures, that show contempt or disregard. "Actions directed toward damaging others' friendships, self-esteem, or social status."

These behaviors often happen "under the radar" of adults and not only with girls.

Starts as early as 2.5 yrs old!

Goals for the lesson:

- Identify the caring adults and family members who provide support and positive communication for young people.
- Empower students to discuss problems with supportive family members and caring adults.
- Use positive self-talk to boost personal power in interpersonal relationships.
- Understand and identify friendship boosters and busters.
- Apply tools learned in previous lessons to handle bullying behaviors: face to face and in the digital world.

Decide which of the goals you emphasize and design your lesson around them:

Younger grades: continuing to build on Molly's message - identifying the caring adults around them and empowering them to trust and share problems. We can also try to help them differentiate between friendship boosters/busters.

Older grades - empowering to share and discuss their problems, apply ABC tools in their relationships and digital world, and realize their personal power.

Discussion/Activities *before* reading the book:

Younger grades:

- *Cape of Positive Self Talk:*
 - Have other readers say negative statements (I don't want to play with you; you're really weird; if you don't play with me, I will tell on you for being mean)
 - Put on cape that has *positive self-talk* phrases written on it like: I am lovable, great at..., a good friend, love learning, believe in myself, share with others, unique, thoughtful....
 - When you hear the "put downs," pose with the cape/shield "protecting" you.

- *Positive Self-Talk Lid for Bucket:* If have read the bucket book (or understand the concept).
 - Use bucket and lid as props. Remind students that your *bucket* holds good feelings you have about you. When people notice you, invite you, welcome you, say hello or smile...all these good feelings and "warm fuzzies" are kept in your invisible bucket.
 - If bucket dippers try to take away these good feelings, you can choose to react by *putting a lid on your bucket*.
 - Use positive self-talk messages as your "lid" to protect the good feelings you have about you.

Older grades -

- "Mean" video by Taylor Swift: <https://www.youtube.com/watch?v=jYa1eI1hpDE>
 - What does Taylor tied to the track signify?
 - What do you see her do toward the end of the video to get off the track?
 - What kind of personal power did Taylor have to get off the tracks?
 - Was she really tied? What was tying her down?

- *Bruised and Beautiful Apple* exercise (see *Activities* below). Adapted from: <https://www.facebook.com/lovewhatreallymatters/videos/1212105988811797/?pnref=story>

READ THE BOOK

This book is long, and you may need to paraphrase it for the younger kids and perhaps also for the older ones - just in order to have a meaningful discussion and activity. Emphasize the vivid illustrations (expressions on their faces and body language) and conversations between the girls.

Thoughts about this book (thank you to Sharon Greenstein for this insight):

- At the end of the story Katie writes-off the other child as someone she would never be friends with again. But, people can change...
- The way "bully" is used in the story is potentially problematic. Remember to call it, "bullying behavior," because behavior can change. Labels can stick, and plenty of kids try on bullying behavior at some point.
 - Remember, there's usually a reason if a child uses a lot of bullying behavior. Many things we label as bad behavior in children are a symptom.
- It's great Katie can talk with her mom, but neither she nor her mother tell a caring adult on the school campus, which means that the solution doesn't include all of the children involved.
 - Every child needs a circle of support, the child being targeted, the bystander, and the child with the bullying behavior.

Discussion:

On the board or paper, draw an umbrella divided into 3 parts and write the words positive self-talk, caring adults and good friends, and additional Project Cornerstone tools (See Umbrella handout). As you discuss the questions, fill in student responses under the correct umbrella piece.

1. How was Katie being mean to Monica?
2. Why do you think this happens?
 - For older students you might say: This peaks in middle school when your going through a lot of physical changes. It's a scary time trying to figure out who you are and where you fit in. Every one of you may deal with insecurity in one way or another. Sadly some people try and hide their insecurity by putting other people down or excluding friends from activities. (bucket dipping) They do this to try to boost their own self-esteem but their buckets are empty.

3. Could Sarah have done anything to help Monica? If so, what? Move out of the role of bystander and become an UPstander by:
 - a. She could have stood up for Monica and invited her to play.
 - b. She could have played with Monica even if Katie did not want to join them.
 - c. She could have told Katie that Monica is their friend and they need to all play together.
4. How did Monica stop Katie's bully behaviors?
 - a. Told a trusted adult –her mom
 - b. Play-acted or role-played with her mom (go over possible conflict resolution steps:
 - Affirm the relationship: we've been friends along time
 - Use I statement: It made me feel sad when you wouldn't let me play with you and Sarah
 - Admit your contribution I'm sorry if you felt I did something to hurt your feelings (maybe Monica perceived some slight)
 - How Can We Solve This Together?
 - c. Could she have bullied Monica back? No –that never helps.
 - d. **She should have told a caring adult on the school campus, so the solution included all of the children involved.
 - Every child needs a circle of support, the child being targeted, the bystander, and the child with the bullying behavior.
5. What can you say or do if you are a target for bully behaviors from a "friend"?
 - a. Know that it is not your fault.
 - b. Know that you don't deserve it. Project Cornerstone, ABC Building Year,
 - c. Tell the bully to stop –only if you feel safe doing so.
 - d. If possible, remove yourself from the situation. Report bullying behaviors to an adult you trust
 - e. Hang out with people who let you be you.
 - f. Use humor to deflect bullying behaviors.
 - g. Don't respond to bullying behaviors by becoming a bucket dipper yourself.
 - h. You get to choose the friendships that you keep. If a friendship is hurtful, you may have to take a break from the friendship, or even "lock-out" the friendship to keep yourself safe. Good friends bring out the good in you. If a friendship worries you, makes you feel sad or unsafe you need to choose how you will react. You may need help deciding what to do.
6. If you see/hear kids being unkind to each other here at our school, what can you say or do to be an UPstander and influence your fellow student to swim free?
 - a. How can you influence your friend not to wear the bully hat?
 - b. What can you say or do if you see cyberbullying in the digital world?

7. We all need a caring adult we can talk to about tough problems. Who is a caring adult you can talk to? I hope you will come to me, your teacher and the other caring adults at our school when you need help with a problem.

Look at the list created--it will describe many tools the students have learned in previous Project Cornerstone books as well as in this lesson.

Review the strategies. Have the students think about the tools. Which ones are they the most comfortable with? Which ones do you need practice with? You may choose not to use some tools. The tools you like best may not be the same as your classmate. That is OK. Your toolkit gives you lots of options for you to choose how to react.

You may also choose to run some cyber bullying scenario (handout on PC website).

Upper Grade Discussion: what do you think about the sentence:

“MY BEST FRIEND BRINGS OUT THE BEST IN ME”

Is That Always True?

- Good friends bring out the good - we have fun, enjoy their company, laugh.
- Best friends often have misunderstandings or conflicts - these are the people we spend most of our time with and so that's natural. Those are also the people we care most about and so we hurt much more if we have a fight/bad day with them.
- Friends try to help, not try to hurt.
- If a friendship worries you, makes you feel sad or unsafe, you have the power to choose how you will react. That's where caring adults can help.
- You get to choose the friendships that you keep.
- If a friendship is hurtful, you may have to take a break from the friendship, or even “lock-out” the friendship to keep yourself safe.
- Sometimes, moving on to other friendships is the best way to respond.

ACTIVITIES

- ***Umbrella of Support*** - Let the kids customize an umbrella to feel supported by positive self-talk, caring adults and good friends. It “protects” them and offers resources to use when needed.
- ***Positive Self Talk Capes*** - Materials: plastic tablecloths, butcher paper pre-cut, or large grocery bags. The kids can decorate and design, and write the affirmations of self empowerment.

- **Positive Self Talk Lids** - Make a lid for their *buckets*. Cover the lid with positive self-talk phrases that will “protect” the good feelings in their *bucket*.
- **Draw a Portrait of a Caring Adult** - Write who it is, why you chose them.
- **Friendship Blossoms**
 - Materials: See instruction sheet
 - Before assembling their blossom have the students write or draw one of the bullets on the wide part of the heart:
 - names or pictures of caring adults in their lives
 - how they are a good friend/classmate to others
 - what they value in a good friend
 - ways to be an *UPstander* for your friends and classmates

- **Bruised and Beautiful Apple** exercise:

Materials: 2 unsliced identical whole apples; cutting board, knife

Preparation: Prior to coming to class, wrap one whole apple in a towel and bonk it repeatedly to bruise the inside, yet not discolor the outer skin. Use this, and another identical looking apple in the activity.

Activity: Show the class two typical, perfect-looking apples. Describe how both apples look the same; both are the same color, are of similar size and look juicy enough to eat. Now, cut both apples in half.

One apple is clear, fresh and juicy inside. The other has bruises, mush and broken bits.

Discuss:

- Could you tell from the outside if there was any difference on how the apples looked on the inside?
- You never know who is “bruised” inside. If the apple was a classmate, how do you think the person feels?
- Some classmates may have had something happen to them at home that made their buckets empty. It can be as simple as waking up late and feeling rushed to get to school, at or as difficult as not having a stable place to live.
- Words are very powerful. They can help people feel strong and healthy inside. For example, if you start by assuming everyone is trying their best and you treat your classmates with kindness, you will fill their buckets and help them feel good inside.
- Sometimes words can cause bruises. When people are called names, excluded, receive “the look”, are left-out and treated with unkind words, they feel bruised

inside. Yet, sometimes they don't show or tell others how they are feeling. If we hadn't have cut that apple open, we would never have known how bruised it is.

- Has anyone experienced this kind of bruising on the inside...If yes, "I'm sorry that you have felt bruised on the inside. It can be hard to know what to do and who to tell when our insides feel bruised. I hope that our lesson today will help us all figure out ways to use our words to help each other feel strong and healthy, and avoid causing bruises.
- **Rewind Role Play** (Upper Grades. See *Tips for Role-Playing* on PC website)

Materials: index cards with scenarios, props to act this out, list from discussion

Use index cards with sample stories for role-play scripts. First, role-play the situation so the target feels victimized and the bystander does nothing. Then do a "rewind" – start again with the second version of the scenario, with the bystander becoming an *UPstander* and/or the target using tools in their toolkit. Choose children in groups of two or three depending on the scenario. Act this out with them and pretend you are the "director" and physically do a "rewind" of a camera, etc. Wear a director's hat – get them involved in this spoof!

Ignore/Feeling invisible:

1. The "oldest" one and the "youngest" one have been friends for a long time. But lately, the "youngest" one has been hanging out with a new group. When the "oldest" one walks up to join the conversation or to play, the "youngest" one ignores the "oldest" one, won't answer and even sometimes walks away.
2. The "oldest" one and the "youngest" one have always been in the same class, since Kindergarten. The "youngest" one wants to be friends with the "oldest" one, but the "oldest" one acts as if they don't even know each other.

Feeling Left Out/Excluded:

1. The "oldest" one and the "youngest" one are friends. The "youngest" one played with a new friend at recess. The "oldest" one feels left out.
2. The "oldest" one and the "youngest" one are friends. The "oldest" one will not let the "youngest" one sit at the group's lunch table. The "youngest" one feels left out.
3. The "oldest" one and the "youngest" one have it better than most kids; they do well in school, are good at sports, are pretty good looking and hang out with the popular crowd. They don't really think about other kids and their problems very much. Lately the "oldest" one has noticed that many of the "youngest" one's conversations are all about putting others down. It is starting to bother the "oldest" one.

CLOSING

Three Minute Huddle

Close your eyes for a minute and imagine that YOU have someone in your life who is demonstrating bullying behavior. What would be the first thing you would do or say to make the situation better? Think of a caring adult you would feel comfortable sharing this with. Pair-share your idea with the person sitting next to you. Have two or three students share their anti-*secret bully* strategy with the entire class.

Remember that children need to hear consistent, positive messages from Caring Adults:

I care about you, even when you have done something hurtful.

Mistakes are part of learning.

Making mistakes with power, including aggression, is a normal part of learning.

I will step in and stop hurtful behavior because I care about everyone involved and because I put safety first.

When I notice hurtful behavior, I will use the opportunity to teach skills for everyone to be safer.

Ensuring physical and emotional safety among a group of young people in a family, school, or youth group is an adult responsibility.

Past actions do not define a child's character or value

You are valuable, worthy of my time, attention, and caring.

I believe you have the power and the ability to learn to use your power wisely.

I believe you have the right to be safe.

Friendship Blossoms

From Family Fun Magazine

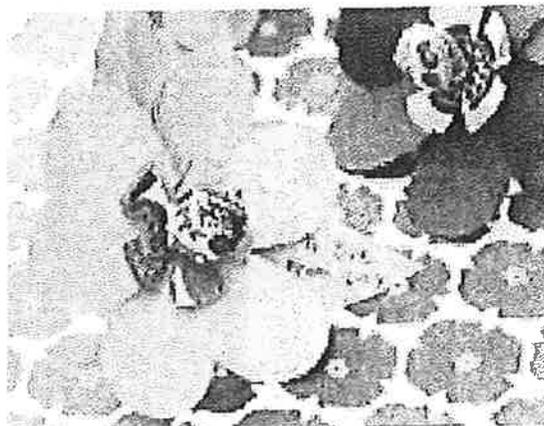
Materials

- Scrapbooking paper or card stock
- Scissors
- Lollipops
- Tape

Total time needed: 30 minutes or less

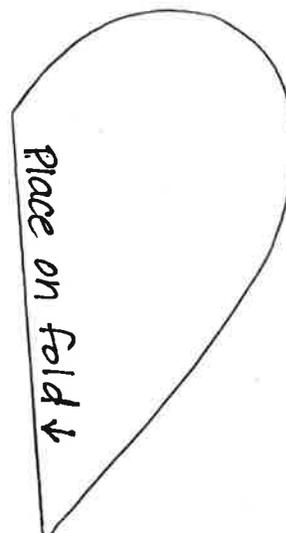
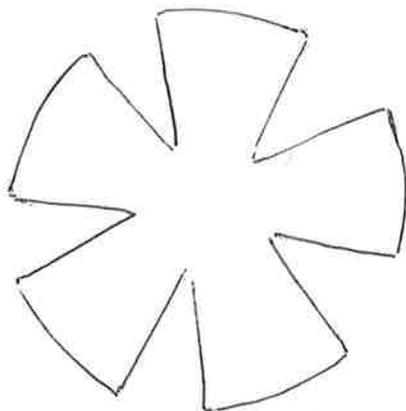
Instructions

1. For each, cut three heart-shaped petals, two leaves, and two flowers centers from the scrapbooking paper or card stock.
2. Poke a small hole in each, crease the petals as shown, and slide the pieces onto a lollipop stem. Tape the bottom to secure.



Messages to write on hearts:

- Names of Caring Adults in their lives
- How to be a good friend/classmate
- What you value in a friendship
- Ways to be an *UPstander*
- How to make a friendship bloom
- Be my bud-dy-Name buddies in your life
- *Positive self-talk* phrases





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Tips for Role-playing* Grades K-6

Role-playing allows students to take risk-free positions by acting out characters in “made up” scenarios. It can help them understand a range of concerns, values, and positions held by other people. Role-playing is an enlightening and interesting way to help students see a problem from another perspective, and practice a variety of techniques for problem solving explained in the ABC Lesson’s *Tool Kit*.

Getting started: If students have not yet done role-playing activities, try this large group technique to get things started:

- Post each of the *ABC Tool Kit* strategies you will practice in the role-plays on an individual paper in separate areas of the room, leaving plenty of space for students to gather under or near each paper.
- Gather students in a “neutral” area of the classroom.
- State the goal of the role-play (For example, “*To practice the Free Fish techniques we learned from Simon’s Hook*” or “*To practice 4 of the ABC Tool Kit techniques we have learned about, so far...*”) prior to reading the scenario. Point out the location of each *tool kit* technique posted in the classroom.
- After reading the scenario, give students a moment to think, then ask them to move and stand near the strategy they think would work best for them in the situation.
- After all students have moved near a *tool kit* strategy, congratulate them for finding a safe solution that will work for them.
 - You might briefly summarize how each strategy could prevent or stop the bullying incident described in the scenario, further showing the variety of effective and safe options we all have when facing tough situations.
 - Or, ask students to share why their choice was right for “them”. This is a great opportunity to learn from each other and to see that most scenarios have more than one safe solution.

Going Deeper: Partner Role-plays

- State the goal of the role-play (For example, “*To practice the Free Fish techniques we learned from Simon’s Hook*” or “*To practice 4 of the ABC Tool Kit techniques we have learned about, so far...*”) prior to reading the scenario. It may be useful to write the *tool kit* techniques on the board, as well.
- Establish ground rules. Many teachers provide two:

1. No touching. 2. No bad language.

- Participants don't have to play themselves or someone resembling them.
- Role-plays should be short, just thirty seconds to two minutes in length.

After you have established the ground rules for role-playing:

- Demonstrate one of the scenarios with a student or adult partner. This tends to prevent the role-playing from getting silly, and shows students that role-plays have a plot and are not a free-for-all.
- Group the students in pairs. We suggest that you ask each pair to determine who is the "oldest" in the pair. Ask the "oldest" to raise their hand so you know the groups are ready to go!
- When reading the role-play scenarios, announce which role the "oldest" and "youngest" will play.
- Explain to students that after each scenario is described, you will give them a moment before saying: Lights, Camera, and Action! This is their chance to decide which *tool kit* strategy they will use to peacefully solve the problem in the scenario.
- Then, the partners should face each other and enact the role-play.
- When time is up for each role-play, you will say: Freeze! Students should stand quietly.
- The facilitator can ask for a volunteer pair to informally perform their role-play for the group. This is a great opportunity for each pair to teach their choice of *tool kit* strategy, and for the audience to observe and learn from each other.

Extending the role-play: What could an *UPstander* do to help?

Frequently, the most powerful role in a bullying scenario is the *UPstander*. By standing up to protect, defend, provide comfort, joke or distract, an *UPstander* can *de-escalate* a tough emotional situation by offering support and new solutions.

- After the volunteer pair shares their solution, invite the pair to repeat the role-play as the audience gives examples of ways they could be an *UPstander* and safely put an end to emotionally charged playground dramas.
 - Use prompts like:
 - “Can you show us what an *UPstander* could do or say to help give support?”
 - “To be an *UPstander*, which strategy would you use to help?”
 - “If you were in a tough situation like this, what would you want an *UPstander* to do for you?”

The *UPstanders* are out there. Role-playing gives them a chance to practice their stuff!



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ABC YEAR 1 LESSON #1

Have You Filled A Bucket Today?

By Carol McCloud

MESSAGE TO ABC READERS

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 *warm fuzzies* that fill our bucket and the *buckets* of others. Students and adults will learn to use the strong visual imagery of *bucket filling* as a tool and *bucket filling* language to build friendship skills and campus-wide respect.

Asset Information:

To build developmental assets, we must create **“thousands of moments in the life of a child when they feel valued, respected and known”**. Filling a child’s bucket with *warm fuzzy* thoughts and ideas creates those moments.

This book builds assets from 6 of the 8 categories:

- **Support** - #5 Positive School Climate
- **Social Competencies** - #33 Interpersonal Competence
- Positive Identity - #37 Personal Power
- Empowerment - #8 Youth as Resources
- Boundaries and Expectations - #12 School Boundaries and #15 Positive Peer Influence
- Positive Values - #26 Caring

In our lesson today, our goal is to:

- Teach students the 3 laws of *bucket filling*:
 - Be a *bucket filler*.
 - *Don't dip*.
 - *Use your lid*.
- Empower students to intentionally *fill their buckets* and the buckets of others with good feelings (*warm fuzzies*).

Types of Bullying Addressed:

This lesson will also introduce the new term, *bucket dipper* and *long-handled dipper*. *Bucket dippers* behave in ways that remove *warm fuzzies* from the buckets of others. *Bucket dippers* use bully behaviors like name-calling, pushing, excluding, and teasing. Other words for these behaviors are *cold pricklies* or *put-downs*. *Long-handled dippers* practice the above in the digital world.

LESSON

Conversation Starter:

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. Please adapt the following ideas to meet the needs of your students:

1. Take your time. Introduce yourself. Share a little bit about yourself.
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 is part of Project Cornerstone.
4. Say, "I am happy to be here and I look forward to getting to know you as we read together and do activities."
5. Learning students' names is key to building a relationship. Ask them their names and/or make sure they are wearing nametags every time you read.
6. Go over the ABC Rules or classroom rules. If you bring the ABC Rules Sign, you can ask the teacher to post it in a special ABC area.

Read the Book:

Pass around a bucket filled with *warm fuzzies*. Then pass out a bucket filled with *cold pricklies*. Ask which one feels best. Which one would you like to experience daily? Tell the class that today you are going to read a book that talks about ways you can make everybody feel good, including yourself. (You can distribute the *warm fuzzies* in the Three-Minute Huddle.)

OR

Draw 3 buckets on the board. Our story today is going to talk about *bucket filling*. Close your eyes and if you feel good about yourself, friendly, excited or happy, raise your hand. Do you feel sad, angry or lonely, raise your hand. Open your eyes. If you were happy that means your bucket is full. If you felt sad, that means your bucket is not filled.

OR

Today we are going to learn about *bucket filling*. There are three rules to being *bucket fillers*:

- BE A *BUCKET FILLER*.
- *DON'T DIP*.
- *USE YOUR LID* WHEN IT IS NEEDED.

Discussion:

It is recommended you take your time with the discussion. Please adapt the length of the discussion to the needs of your students.

Materials: Butcher or poster paper with bucket drawn on it titled: How to be a *bucket filler*?

- Who can give an example of how you can fill someone's bucket?
 - Write their ideas as list on the paper.
- 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*. *Bucket dipping* can happen face to face or it can happen digitally-*Long-Handled Dipping*.

- How do you feel when someone has dipped into your bucket? How does it feel if you have dipped into someone else's bucket?
- How does it feel to read about a *put-down* in a text, email or a posting online?
- How does it feel *to fill up someone else's bucket*?
- How do you feel when you hear a *warm fuzzy*?
- How can we *fill up our own bucket* or keep people from *dipping* in?
 - Take care of ourselves by *using our lids*.
 - *Stand up and say*, "That's not ok. You can't treat me like that."
 - Be an *UPstander* and include someone in an activity or stop the bullying behavior.
- How can you *fill someone's bucket digitally*? (Using a phone, text message or while playing Club Penguin...?)
- What makes your lid work?-You make it work. You are *using your lid* when you:
 - Remember to only *use our lids* when we think our buckets need protecting.
 - Stop, think and consider what the person might be feeling.
 - Understand that the person who is *dipping* doesn't have a full bucket.
 - Don't dip back because it won't help. *Stop, think and figure* out what to do.
 - Ignore or ask them to stop the *dipping*.
 - Ask if the person who is *dipping*, if something is wrong or if they need help.
 - Get help if you feel scared.

GROUP ACTIVITIES

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

*Bulletin Board

Materials: construction paper for the buckets, copies of *warm fuzzy* or *bucket filler* grams.

Check with the teacher to see if you can create a *Have You Filled a Bucket Today?* bulletin board. Be creative! Students can decorate their buckets with ways they plan to be *bucket fillers*. Using various colors of construction paper, each student will create and decorate a personalized bucket with their message. You can also post the buckets on the board, so that *Warm Fuzzy Grams* will easily fit inside.

*Fuzzy or Bucket Gram

Materials: Copies of *fuzzy or bucket filler gram* worksheet; each student's name on a slip of paper in your bucket or prewritten on the gram.

Have students choose the name of another student from your bucket. Each student will write one *fuzzy or bucket gram* to a classmate and another to a caring adult on campus (teacher, custodian, librarian, school secretary, yard duty, food service staff, bus driver, etc.).

Talk about using words that are specific and deserving when students write their grams. Grams must be truthful, nice, tell or describe something specific, or written as a thank you. They can also be about times when you saw someone doing something good or about something you really liked about another person.

Special Note:

Be aware that it can feel like *bucket dipping*, if a student misses out on receiving fuzzy grams. Also make sure adult eyes look at the finished *gram* to check that it is *warm and fuzzy*.

- *Fuzzy or Bucket Filler Grams* – Leave a stack of blank *grams* in a bucket with the teacher and let the students know they can get one out of the bucket anytime they want to make someone feel good.
- *Fuzzy or Bucket Filler Gram Mailbox* – Leave a second bucket for completed *Fuzzy Grams*. The teacher can arrange for “Special Delivery”.



*Role-Play

For Younger Students:

Do a simple role-play with the students. Have them 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 you can listen and let the other person know you are listening-eye contact, nodding head, saying hmm...
- Using manners thank you and you're welcome

Large Group Role-Play:

Print out these scenarios below. Cut them up and have students act out how to be *bucket fillers*:

- 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*?
- Your mom tells you, you have to go visit a neighbor. At first you say no, but then you remember the ABC lesson, show how you *fill your neighbor's bucket*.
- When your dad comes home from work, he says he has had a bad day. He yells at you to pick up your toys. You realize his bucket is low. What can you do to *fill his bucket*?

The scenarios below allow for students to practice *using their lids*. Using their lid guards and protects the good thoughts and feelings inside your bucket. We need to practice how to do this.

- While you are waiting in line, someone gives you a put-down about your new backpack. Show how you respond in a *bucket filling* way. What if you are a bystander, what can you *say or do* to become an *UPstander*?
- While you are outside playing, someone trips you. Your friend starts to laugh. You might feel angry, hurt, embarrassed or scared. Show how you respond in a *bucket filling* way. What if you are a bystander, what can you *say or do* to become an *UPstander*?

Digital Citizenship Role-Play Ideas:

- Place students in groups of 2, 3, or 4 or keep the class together as one large group.
- Have one person “type” a message into a pretend keyboard or pretend cell phone and then hit the pretend “send” button.
- They should say the message out loud before they hit send.
- The receiver or receivers should pretend to sit at their computer or open their cell phone and read the message and respond appropriately.

Scenario 1: Sending *Warm Fuzzies*

You attend a band concert. One of your friends plays the saxophone and the concert is really good. Later that day, what messages can you send to your friend via email or text to *fill their buckets*?

Make up other scenarios about your friend:

- He/she is going away to camp for a week.
- He/she won a math award.
- He/she is staying at home sick for a few days.
- He/she scored his first goal on your soccer team.

Scenario 2: Responding to *Cold Prickles*

You receive a message from a friend or classmate that says:

- Your band concert solo today was terrible.
- Your science project looked like it was done by your mother.
- When you were out sick, your friends were happy because they didn't have to play with you.
- You are such a nerd for scoring the highest score on the math test.
- The only reason you got a good grade is because you are the teacher's pet.

Respond to these by *Taking 5**. Here is how to do it!

1. Take time to cool down. Put down the mouse and step away from the computer for a count of 5.
2. Give yourself time to think about how to respond without *bucket dipping*.

Scenario 3: If you get a *cold prickly* or a *prickly* from someone who keeps sending you *prickles*:

Stop, block and tell

- **STOP!**
Don't do anything. Take 5! to calm down and think about how to respond without *bucket dipping*.
- **Block!**
Stop the bucket dipping by blocking communications.
- **Tell!**
Tell a trusted adult, you don't have to face this alone. *Make a report* to stay safe and get help for the *bucket dipper*.

*From Cyberbullying.org

***Warm Fuzzy Drawing**

Materials: *Warm Fuzzy worksheet for each student*

Have the students draw a picture of what they think a *warm fuzzy* looks like and then complete the sentence – "A Warm Fuzzy is . . . "

Buckets with Lids

Materials: Small containers with lids like paper cups with lids or the salsa ones, pipe cleaners, markers or stickers to decorate.

Have the students decorate their own personal buckets. Pre-attaching the handle would work best if time is short. Talk about how your bucket gets filled and then emptied. Ask why a lid would be necessary on your bucket. Do you always want your bucket to have a lid why not? Pass out the lids and have the students fill their buckets with ideas they could do *to fill other buckets*. Have them keep their buckets on their desk so they can remember to *use a lid* if they need to protect their bucket.

CLOSING

Three Minute Huddle (Led by ABC Volunteer):

- Role model how to be a *bucket filler* by saying something (a *warm fuzzy*) to someone in the classroom.
- Ask the students to close their eyes and think about a *warm fuzzy* that they would like to put in someone's bucket today.
- Have them pair share with the person sitting next to them.
 - What could they *say* or *do* to fill someone's bucket?
- After the pair share, ask for volunteers to demonstrate how to be a *bucket filler* and deliver a *warm fuzzy*.
- Close by offering a *warm fuzzy* to each student, with a kind comment. Or, re-group in pair share and ask students to exchange their *warm fuzzy* with their partner.

SCHOOL WIDE EXTENSIONS

School Communication:

Think of ways to inform others about the message, language and goals of the ABC lesson. The more ways you can communicate with parents, students and staff the more they will internalize the tools.

- Use the parent letter to create an article for your school newsletter.
- Send home the letter in hard copy or via email as a classroom or school blast.
- Post information on the school website. Create a Cornerstone corner.
- Use the automated all call to communicate one key message.

Staff Letter

Ask your principal the best way to get the information in the staff letter to teachers, yard duties, secretaries, school volunteers, media center staff, cafeteria, custodian etc. Some ideas are:

- Email the soft copy to all.
- Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) talk about the message of the month
- Meet with individuals to pass on the message of the month

Bucket Filling Day or Weekend:

Choose a day or a weekend when everyone including staff agrees to go home and fill someone's bucket by doing something kind or helpful. Have everyone fill a bucket gram stating:

Whose bucket they filled?

What they said and did?

How they felt?

How they thought the other person felt?

Bring the grams to school and post them everywhere. Talk about the experience.

Bucket Detective:

Give students badges with the words *bucket filler* detective and a stack of *bucket grams* in a special bucket. Have the new detectives look for *bucket filling* happening at school in the classroom, library, playground, etc... Have them write up the *bucket gram* and send it to the principal/teacher to read over the intercom/in the classroom and then call or send it home.

- See the attached letter to staff asking for *bucket filling tips* for students and also asking staff to fill out a *bucket gram* for adults on campus.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

- Ask for examples of *warm fuzzies* students said, heard, or saw at recess. *Warm fuzzies* will fill your bucket!
 - Re-direct *bucket dippers* with, "You cannot fill your own bucket by dipping into someone else's bucket."
 - Ask the group, "What could you say or do to be a *bucket filler*, instead of a *bucket dipper*?"
 - Celebrate the *bucket filling* ideas generated by the group.
- Show students where the blank *Fuzzy Grams* will be kept in the classroom.
- Brainstorm a "Special Delivery" system for the *Fuzzy Grams* in your classroom.

CLASSROOM ENRICHMENT

Secret Pals—*Teaching kids deliberately and explicitly to show caring behavior to others.* Put the name of each student in a bucket. Have students anonymously pick the name of another student from the bucket. Before the end of the day, they need to do something kind for that student. At the end of the day, all students share their act of kindness (*bucket filler/warm fuzzy*) as positive peer role models for the class.

Hopes and Dreams

Guide your students as they use the message and symbolic language of this month's ABC Book, *Have You Filled A Bucket Today?* to create classroom rules. Creating classroom rules with your students will unite you and your students in your shared goals and expectations. (Adapted from: Rules in School by Kathryn Brady)

- Talk about the kind of work the students will be doing this year in the classroom. Express your own hopes and dreams for the school year. Ask for specific social or academic skills students hope to work on this year. Stress how your caring classroom (lots of *warm fuzzies*) will help make dreams come true.
 - Start with verbal sharing of hopes and dreams. Narrow the conversation by asking students to think about their most important hope or dream. Record responses on a chart.
 - Students may draw a picture of themselves and their hope/dream. Use these pictures as part of a display of the Classroom Rules (Drawings of hopes and dreams surround list of the rules).
- "If these are our hopes and dreams, what rules will we need to help these hopes and dreams come true?"
 - Rules become the logical outgrowths of the students' and teachers' goals.
 - Keep the rules in the positive, short and few (Examples: Take care of yourself, Take care of others, Take care of our classroom, Take care to do our best work).
- Have students make a large, colorful display of the rules to post in class.
- Have brief, frequent conversations about how the rules help everyone carry out everyday class activities in a caring and respectful way. Use the *bucket filler* and *warm fuzzy* language to *notice, name and celebrate* desired behaviors.
- Practice, Practice, Practice. When students are not involved in a problem and can focus on delivering *warm fuzzy* messages, give them opportunities to practice.

- Intentionally use familiar class routines like passing papers, coming to Circle Time, lining up for recess, etc. to intentionally practice classroom rules and *warm fuzzies*.
- Explain the class expectations (rule). Tell students that learning these skills take time and practice.
- Be forgiving and gentle. Correct the mistaken behavior and give students the opportunity to try it another way.

Challenge Journal

Materials: Challenge Journal template

Help students record their challenges in this Challenge Journal. The goal of the journal is to give students an opportunity to reflect on the perceived size of a challenge, their choices in overcoming the challenge and the transitory nature of most challenges. Your students may find their challenge to be manageable after thoughtful reaction and reflection.

- Use the techniques introduced in each of the ABC Lessons this year to help guide students in their choices for “My Next Steps”.
 - Following this lesson, suggestions for using *warm fuzzies* and *bucket fillers* as possible solutions could be explored with your students. In addition, your class discussions of Hopes and Dreams and your classroom rules may help your students plan strategies to overcome the challenge.
- Return to the journal for reflection and celebration.

HOMEWORK

Special Delivery: Fuzzy or *Bucket Filler* Grams

Have students make and deliver a *Fuzzy Gram* to a caring adult at home.

A Bucket Book

Send home a traveling book, notebook, pencil.

Include a note asking the parent to write a comment about *bucket filling*.

Include a furry friend and name him or her _____ the *bucket filler*. Have the children write about how their furry friend helped them fill a bucket.

As a family, do something together to fill other people’s buckets. Have families take a photo of their bucket filling experience and add to a school or class notebook.

Classroom Rules Celebration

Materials: Classroom Rules on paper with very large border area

Have students make a drawing of their hopes and dreams for the year as a border for the classroom rules. Ask for Family Support (Asset #1) and Parent Involvement in Schooling (Asset #6) by having each family member ceremoniously sign the rules drawing. Then, post it in a special place at home.

RESOURCES

Books:

- *How Full is Your Bucket-Positive Strategies for Work and Life* by Tom Rath and Donald O. Clifton PH.D
- *How Full is Your Bucket for Kids* by Tom Rath and Mary Reckmeyer
- *Rules in School* by Kathryn Brady. Northeast Foundation for Children
- *Creating Classrooms Where Teachers Love to Teach and students love to learn* by Bob Sornson. Love and Logic Institute
- *Bully Free Bulletin Boards, Posters and Banners* by Allan L. Beane. Free Spirit Press

Websites:

- Visit www.bucketfillers101.com for additional ideas, assembly opportunities and products.
- www.commonensemedia.org for lesson plan ideas (screen out the mean-grades 2-3) and ideas for parents.

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

| 21 st Century Learning Skills | |
|---|-------------------|
|  | Collaboration |
|  | Critical Thinking |
|  | Communication |
|  | Creativity |