

**HOW FULL
IS YOUR
BUCKET?**
For Kids

Bucket-Filling Semester Curriculum

GALLUP PRESS

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Bucket-Filling Semester Curriculum

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Every moment matters!

Daniel Kahneman, a Nobel Prize-winning scientist, explains that we experience approximately 20,000 moments every day. That means we have many opportunities to fill others' buckets daily.

Usually, people remember positive or negative moments, and the neutral moments do not stay in their minds. The optimum ratio to keep positive and negative moments in balance is 5 positive interactions for every 1 negative interaction.

According to Gallup research, 9 out of 10 people say they are more productive when they are around positive people.

The objectives of this curriculum are to increase the positive moments in your classroom, enhance student engagement, and elevate student performance. Each of the activities will take 20 to 30 minutes. Feel free to expand on the Bucket-Filling Semester Curriculum. Make the Theory of the Dipper and the Bucket part of your everyday activities. The more your students adopt these concepts, the more they will begin to use a common language to encourage one another (bucket filling) and process classroom struggles (bucket dipping and student conflict).

Although the activities in this guide are geared toward younger children, you can easily adapt them to fit the age and maturity level of students through the 12th grade.

The materials for some of the activities are available at:

press.gallup.com/resources/HFIYBEDU

HOW FULL IS YOUR BUCKET?



Week 1: How Full Is Your Bucket?

Story time! Introduce your students to the Theory of the Dipper and the Bucket by reading *How Full Is Your Bucket? For Kids*, written by Tom Rath and Mary Reckmeyer.



MATERIALS

- *How Full Is Your Bucket? For Kids*, written by Tom Rath and Mary Reckmeyer
- Picture flashcards (optional)



ACTIVITY

Review and discuss ideas and words from the book. To expand the discussion, you may want to use the following talking points:

Bucket: Each of us has an invisible bucket. When our bucket is full, we feel great, and we are at our best. When it's empty, we feel awful.

- How did Felix feel when his bucket was empty?
- How did Felix feel when his bucket was full?
- How do you feel when your bucket is empty?
- How do you feel when your bucket is full?

Bucket Filling: Bucket filling is when you say or do something for someone else that makes them feel good, noticed, or appreciated.

- What are some of the things that filled Felix's bucket?
- How did these things fill Felix's bucket?

Bucket Dipping: Bucket dipping is when you do or say something to or about someone else that makes them feel bad or sad.

- What are some of the things that emptied Felix's bucket?
- Why do you think these things emptied his bucket?

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Each of us has an invisible bucket. When our bucket is full, we feel great, and we are at our best. When it's empty, we feel awful. Emphasize that one of the things Felix discovers is that everything he says or does to other people fills or empties their buckets.

Ask students to relate to the Theory of the Dipper and the Bucket through Felix's experiences. You can use the picture flashcards to ask students to identify whether each situation is bucket filling or bucket dipping.



Is this bucket filling or bucket dipping?
Has this ever happened to you?
How did it make you feel?



WORDS OF THE WEEK

Appreciate To value highly

Fill To put in; to add to

Invisible You can't see it

HOW FULL IS YOUR BUCKET?



Week 2: Build Your Own Bucket

Each of us has an invisible bucket, but what if we could see those buckets? Would they all look the same? Not at all. Our buckets are unique, just like us.



MATERIALS

- Buckets
- Paints, markers, construction paper, glue, tape, scissors, glitter, craft scraps
- Colored drop cards



ACTIVITY

Tell students that everyone has a bucket. And what fills one person's bucket may be different than what fills another person's bucket. What is really important to one person may not be as important to another.

Give each student his or her own bucket. Tell them to put their names on their buckets and to decorate them, making them unique and personal. To help students get started, offer the following ideas for them to think about when they are decorating their buckets:

- their favorite shapes and colors
- the activities they like best
- their favorite pet or animal
- their friends or favorite action hero
- what makes them smile
- *[for older students]* their hopes and dreams

When they are finished decorating their buckets, have each student share and describe his or her bucket to the class.

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Bucket Station

If you have space available in your classroom, place the buckets in a designated spot. In future activities, students will have the opportunity to create drops to place in each other's buckets.

TEACHER ACTIVITY

Write each student a personal drop. Recognize all your students for the unique buckets they decorated. Individualize each drop, and make the notes as specific as you can about their personal buckets. Place the finished drops in their buckets. Do this prior to the next bucket activity.



WORDS OF THE WEEK

Favorite What you like the most; stands out from others

Personal It is yours; especially about you

Unique Not the same; one of a kind

HOW FULL IS YOUR BUCKET?



Week 3: What Fills Your Bucket?

What fills one child's bucket is often different than what fills another child's bucket. This week, students identify some of the things that fill their buckets by creating a bucket page.



MATERIALS

- Picture flashcards
- Colored pens and markers
- Old magazines, scissors, and glue



ACTIVITY



Note: Prior to doing this activity with your class, you may want to design your own bucket page to share and to use as an example for the students.



Who feels really good this morning?
What made you feel really good this morning?

Bucket-Filling Semester Curriculum

Remind your students about Felix and the Theory of the Dipper and the Bucket:

In *How Full Is Your Bucket? For Kids*, we learned that each of us has an invisible bucket. When our bucket is full, we feel great. When it's empty, we feel awful. One of the things Felix discovered is that everything he says or does to other people fills or empties their buckets as well. You can help other people be happy and have a good day by the things you say and do for them.

Do you remember what bucket filling is?

Today, we are going to think about our own buckets.

Using the picture flashcards, ask students to recall some of the things that filled Felix's bucket.

Remind students that what fills one person's bucket is often different than what fills another person's bucket. What is really important to one person may not be as important to another. But, remember, everyone does have a bucket.

Share the sample bucket page that you created. Describe the things on your page that fill your bucket.

Using the craft materials, tell students to draw pictures, write words, use stickers, or cut and paste pictures from magazines of some of the things that fill their buckets.

After the activity, ask for volunteers to show and describe their bucket pages to the class.



WORDS OF THE WEEK

Bucket Filling Saying or doing things that make others feel good

Empty Nothing inside

Share To give freely



Week 4: I Am a Bucket Filler

Drops are personal, positive written messages. They're a simple way to share kind words with others, give unexpectedly, and fill someone's bucket. This week, students will learn how to write drops.

Teaching students how to write drops depends on their learning level. Very young students may need an adult to write the words for them, or they may draw a picture. But anyone can give a drop as long as it is individual, specific, and deserved.



MATERIALS

- Colored drop cards

ACTIVITY

Celebrate the decoration of each student's bucket. What is the best way you can do this? Some ideas and suggestions are:

- Read the drops you wrote for each student in front of the class or one on one.
- Ask each child to stand, show his or her bucket, and have everyone give a "recognition pop" (clap once).
- Let students volunteer to read the drop you wrote to them.

Explain that drops are just one way to fill someone's bucket.

- Drops can be compliments: "You did an outstanding job!" (Examples: "Heather, your report was very interesting." "Jason, that was a great catch you made in the game.")
- Drops can say thank you: "Thank you for doing that." (Examples: "Paul, thank you for sticking up for me at recess today." "Mrs. Johnson, thank you for noticing my new shoes.")
- Drops can be a special note: "I am thinking about you." (Examples: "Nicole, I just wanted to say that you are a great friend." "Kristin, I always have fun with you.")

Reinforce the idea that each of us has an invisible bucket. It is constantly emptied or filled depending on what we do or say or

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what others say or do to us. When our bucket is full, we feel great, and we are at our best. Every single one of us has the ability to fill someone's bucket.

TIME TO WRITE DROPS!

Review the drop rules with your students:

Drops must be honest.

Drops must be nice.

Drops must be about one thing you can describe.

Drops can be thank you notes.

Drops can be about when you notice someone doing something good.

Drops can be about something you really like about another person.

Drops can be about something you know another person does very well.

Drops should be just about the person you are writing the drop for.

Drops should be specific. They should tell the person why he or she is getting this drop from you.

Distribute two to three colored drops to each student. Introduce the activity.

Think of a person you want to give a drop to. It can be anyone — someone in your class, family, or group of friends — anyone whose bucket you would like to fill. Write something that will fill this person's bucket on this drop.

Later, we will give the drops to these people.

(continued)

HOW FULL IS YOUR BUCKET?

(Week 4: continued)

Later in the week, follow up with students about the drops.

Did any of you get a response from the person after he or she read the drop? Did anyone say anything to you about it?

How do you think people felt when they read the drops?

Do you think they liked it? Were they surprised?

Reinforce the idea that every single one of us has the ability to fill someone else's bucket. And when we fill other people's buckets, we also fill our own. Encourage your students to continue to give people drops.



WORDS OF THE WEEK

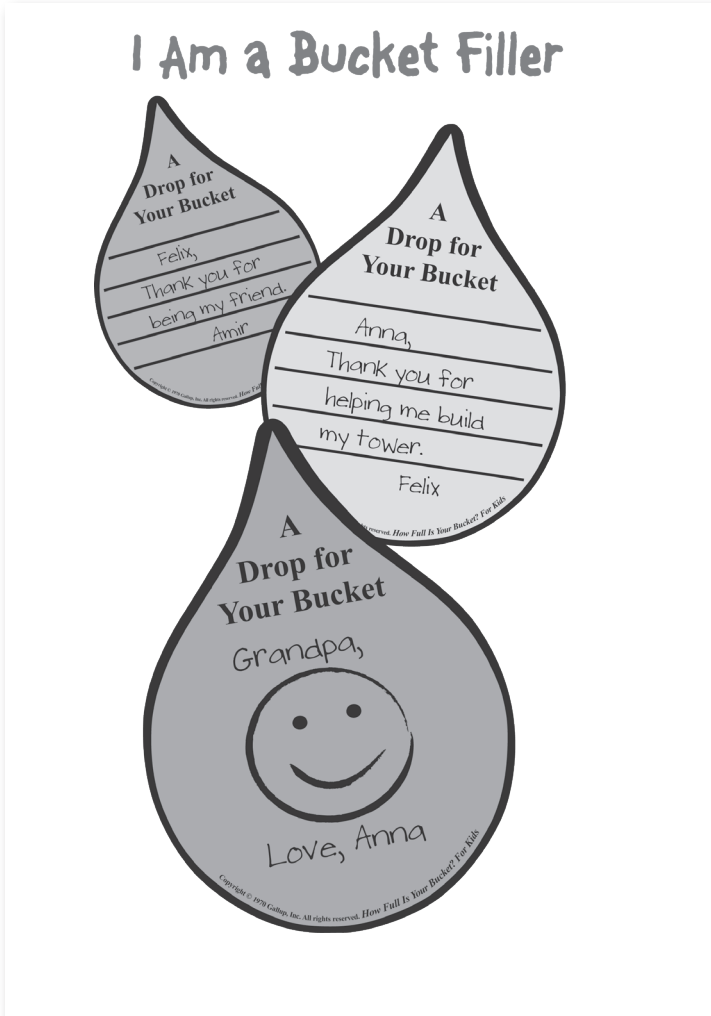
Honest To tell the truth

Nice Good or kind to others

Specific To describe or tell exactly

Throughout the week, ask your students if they learned the name of someone new. Reinforce the idea that one way of filling other people's buckets is to get to know them and call them by the name they like to be called.

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HOW FULL IS YOUR BUCKET?



Week 5: Bucket Dippers

In *How Full Is Your Bucket? For Kids*, Felix discovers that everything he says or does to other people fills or empties their buckets. This week, students think about how people dipped from Felix's bucket and discuss how these situations could have been different.



MATERIALS

- Picture flashcards
- *My Bucket Book*



ACTIVITY

Remind your students about Felix and the Theory of the Dipper and the Bucket. Define bucket dipping:

When our bucket is full, we feel great, and we are at our best. But when it's empty, we feel awful. One of the things Felix discovered is that his words or actions either fill or empty the buckets of others.

Today, we are going to talk about bucket dipping.

Do you remember what bucket dipping is?

Bucket dipping: actions that empty people's buckets.

How do you feel when your bucket is empty?

Bucket dipping happens when we say or do something that makes another person feel bad or sad.

Using the picture flashcards, remind students of some of the things that emptied Felix's bucket. For each situation, emphasize what it was that caused drips to spill out from Felix's bucket.

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Tell students that our actions, no matter how big or how small, affect other people. Sometimes, we get our dippers out and get them into other people's buckets.

Have your students answer each of these questions by writing words or drawing pictures:

- What do others do to dip from your bucket?
- How do you feel when someone dips from your bucket?
- What have you done to dip from other people's buckets?
- What happened when you dipped from other people's buckets?

Depending on the age of your students, you may want take one question at a time. Ask each question, provide examples, and demonstrate the activity. Below are some examples you could use.

1. What do others do to dip from your bucket?

Make fun of me

Ignore me

Take something that is mine

Whisper about me or talk behind my back

Call me names

Don't play with me

Don't include me

Don't talk to me

Push me or cut in front of me

(continued)

HOW FULL IS YOUR BUCKET?

(Week 5: continued)

2. How do you feel when someone dips from your bucket?

Sad

Angry

Disappointed

Frustrated

Embarrassed

Unimportant

3. What have you done to dip from other people's buckets?

Made fun of them

Ignored them

Took something that was theirs

Talked about them behind their back

Called them names

Didn't include them

Didn't talk to them

Pushed them or cut in front of them

4. What happened when you dipped from other people's buckets?

Made them feel sad

Made them feel angry

Made them feel disappointed

Made them feel frustrated

Made them feel embarrassed

Made them feel unimportant

Emptied their bucket

Emptied my bucket

Describe the things that empty your bucket. Ask for volunteers to show and describe their "bucket dippers" to the class.

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WORDS OF THE WEEK

Bucket Dipping When you do or say something to or about someone else that makes them feel bad

Ignore Overlook; not notice; disregard

Sad Unhappy



Week 6: When I Feel Like Bucket Dipping ...

In *How Full Is Your Bucket? For Kids*, Felix learned that dipping out of others' buckets didn't make him feel any better, but for every drop he helped put in someone else's bucket, he felt another drop in his own bucket. This week, students develop bucket-filling strategies to replace bucket dipping.



MATERIALS

- Picture flashcards
- *My Bucket Book*



ACTIVITY

Today, we are going to talk about the times when you feel like using your dipper to dip out of others' buckets and what you can do instead of bucket dipping.

Can you think of a time when you felt like dipping from someone else's bucket? What could you do to make sure you don't dip from other people's buckets when you feel that way?

One thing you can do to make sure that you do not dip from other people's buckets is to ask yourself, "If I do or say this, will I make this person feel better or worse?" Always ask yourself this question when you feel like you are going to dip from someone's bucket.

Using the picture flashcards, remind students of some of the things or circumstances that emptied Felix's bucket. For each situation, emphasize what caused drips to spill out from Felix's bucket.

As you discuss each situation from the book, ask: How could this situation have been different?

(Examples are provided on the back of each flashcard.)

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Make a list of all of the ideas that the class identifies. Emphasize that our actions, no matter how big or how small, affect other people.

Your list might include the following actions:

WHEN FELIX DROPS THE CEREAL:

- Offer to help. [Anna could have offered to help Felix clean up, or Anna or his mom could have helped with the dog.]
- Ignore or mind your own business. [Anna could have stayed out of the situation.]
- Be kind, understanding, or positive. [Felix's mom could have been understanding instead of scolding, or Anna could have shown sympathy instead of laughing at Felix.]

WHEN THE BOY ON THE BUS MAKES FUN OF FELIX'S BACKPACK:

- If you can't say something nice, don't say anything at all.
- Ignore the dipper. [The other kids could have ignored the boy instead of laughing and smiling.]
- Reverse the dip. [The other kids could have come to Felix's defense and said, "I like your backpack, Felix."]

WHEN THE KIDS ARE WHISPERING BEHIND FELIX'S BACK:

- Don't make fun of other people.
- If you can't say something nice, don't say anything at all.
- Invite others to join the group. [The kids could have invited Felix to join their conversation.]
- Stop dipping. [One of the kids could have told the others to stop talking about Felix instead of continuing to whisper with the others.]
- Say hello. [One of the kids could have acknowledged Felix and said hello.]

(continued)

HOW FULL IS YOUR BUCKET?

(Week 6: continued)

WHEN A BOY PUSHES FELIX AND SAYS, “WATCH OUT, SHRIMP!”

- Don't push others.
- Wait your turn.
- Don't call other people names.



Teacher note: Record this list for future activities.

Discuss what students can do when someone is dipping out of their bucket.

What if someone was dipping out of your bucket?
What would you say?

Reinforce positive actions. Some suggestions are:

- Felix learned that we can fill our own buckets by filling the buckets of others. So, one response might be for you to fill their buckets by saying something positive to them.
- You could ignore the dipper. If you ignore bucket dipping, you are not encouraging it to continue.
- You could say, “That is not a very nice thing to say or do” and walk away.
- You could say, “Stop dipping from my bucket.”
- Always ask yourself, “Am I making this person feel a little bit better or a little bit worse?”

Challenge the class with this assignment: For the next few days, try to catch yourself in the act of bucket dipping — then STOP

Tell students to think about those times they feel like dipping out of other people's buckets, and then complete the activity.

Emphasize that our actions, no matter how big or how small, affect other people. Sometimes, we get our dippers into other people's buckets.



WORDS OF THE WEEK

Encouraging Helping; giving support; cheering someone up

Prevent To keep from happening

Stop To quit; to not do

Did you know? 15% of those surveyed say they are called by names they don't like to be called. Throughout the week, ask your students if they learned a new name today. Reinforce that one way of filling other people's buckets is to get to know them and call them by the name they like to be called.



Week 7: Do Buckets Come With Lids?

Wouldn't it be great if we could put a lid on our bucket? That would keep other people's dippers out of our buckets. Unfortunately, it just doesn't work that way. Our buckets don't have lids. We need others to fill our buckets, but we also count on them to keep their dippers out of our buckets. This week, the activities focus on preventing or stopping bucket dipping.



ACTIVITY

Remind the class of some of the things that emptied Felix's bucket, including:

- When Felix drops the cereal
- When the boy on the bus makes fun of Felix's backpack
- When the kids are whispering behind Felix's back
- When a boy pushes Felix and says, "Watch out, shrimp!"

To expand the discussion, use the following talking points:

Today, I want you to think about a time when you dipped from someone's bucket.

We have all done it. Dipping from someone else's bucket happens most often when our own buckets are not full. Raise your hand if you can think about a time when you said or did something that hurt someone's feelings.

What could you have done differently?

How could you have made that person feel a little bit better instead of a little bit worse?

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Tell each student to describe a time when they dipped from someone's bucket.

Reinforce the ideas that everything we say or do to other people either fills or empties their bucket, AND for every drop we put in someone else's bucket, we also put a drop in our own.



WORDS OF THE WEEK

Better Positive improvement

Hurt To make someone feel bad

Sign A poster with a direction or message



Week 8: Overflowing Buckets

To create positive emotions, students must be able to recognize when someone needs his or her bucket filled and how to respond. This week, students identify bucket-filling opportunities and actions they can take to fill others' buckets.



MATERIALS

- Picture flashcards



ACTIVITY

Begin this week's lesson by asking students to think about the best bucket filler they know.

Who is the best bucket filler you know?

What makes this person the best? What does this person do to fill other people's buckets?

Make a list of the answers.



Note: A great way to fill others' buckets is to unexpectedly give drops or thank you notes for things you notice or appreciate. As the teacher, you'll have to decide how to make this work in your classroom without leaving anyone out.

Remember, drops are just one way to fill someone's bucket. Helping someone, listening, sharing, making someone feel good, including others, and being positive instead of negative are examples of other ways to fill someone's bucket.

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Use the picture flashcards to discuss two things:

- How can you tell if someone has a nearly empty bucket?

Answers might include:

- By looking at their faces
 - By how they treat others
 - By how they talk
- Ask students what they could do to fill the buckets of each person on the flashcards.

Then, review some of the things Felix did to fill other people's buckets:

- He offered to help the teacher pick up papers.
- He returned a baseball to some boys who were playing catch.
- He introduced himself to a new student who was sitting alone.

You could also discuss how Felix filled Anna's bucket when he got home from school — by inviting her to join him in playing with his building blocks.

Stress the following:

- It's important to notice when people need to have their buckets filled.
- When we do positive things for others — or fill their buckets — we also fill our own buckets.



WORDS OF THE WEEK

Best Greatest; number one

Introduce To meet and greet someone new

Positive Good and helpful



Week 9: Superheroes Are All Around You

What was special about Spider-Man®? What was it that made him different? What were Spider-Man's strengths? There are qualities that make him special. The same is true for the people around us every day. Everyone is good at something. Everyone has unique talents. Some of us make friends easily, some are great at telling stories, some excel at sports, and others excel at music. This week, students identify what is cool about others.



MATERIALS

- Picture of Spider-Man (or any superhero)
- Markers or crayons



ACTIVITY

Show the class a picture of Spider-Man and discuss the unique talents and strengths he possesses.

Or choose any superhero you think your class will relate to.

Focus on the natural talents of the hero you select — the way he or she naturally thinks, feels, or behaves — and less about the supernatural. Stress that every hero is unique. There is something that sets them apart — something that they do better than others — and they use this strength in a positive way.

What makes Spider-Man special? What are some of his talents and strengths?

- He has “spider sense.” He can sense things happening around him.
- He is very aware of his surroundings.
- He has great reflexes and agility — he can climb a building and swing through the air.
- He applies his technical skill to develop tools and equipment that he uses along with his powers.

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What else makes someone a hero?

We know that superheroes are not real people. However, there are people around you that may not look like superheroes, but they are real people who help others. Everyone is good at something. It is important for us to be able to see the strengths of others — to recognize what they do well and what makes them special.

Draw a picture of a person you admire. This could be an actual picture, or you could draw them on the cover a comic book.

First, think about a person you admire. Choose someone you really like and who you think is cool.

Next, think about what this person does really well. What makes him or her special?

Then, draw or paint this person doing those things.

Recap this activity by asking students to show and describe their pictures.



WORDS OF THE WEEK

Admire To appreciate and value highly; to look up to

Hero A person who helps others

Strength Something you do well



Week 10: Detective Do-Right

To become great bucket fillers, we need to become great detectives. This week, students learn how to recognize other people's talents by being on the lookout for what they do right.



ACTIVITY

PART ONE

Introduce this activity by asking students if they know what a detective is. Ask them to identify some of the things a detective does. To facilitate this discussion, you may want to consider the following:

- A detective is an investigator. Detectives look for clues to find an answer to a question, solve a problem, or look for missing information. Some detectives are police officers, and some detectives are private investigators.
- There are several detectives with whom the class may be familiar. You may want to ask students if they know of any famous detectives. (Inspector Gadget®, Sherlock Holmes®, and Dora the Explorer® are examples of answers you might hear from your class.)

Tell students that to be a good detective, sometimes it is important that the person you are investigating doesn't know you are watching. Good detectives don't act like they are watching. They just pay attention.

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Introduce the assignment.

This week, we are all going to play the role of detective. Your assignment is to look for times when someone is doing the right thing. Each of you will be assigned one of your classmates to secretly investigate. You can watch this person during recess, on the playground, during class, in the lunchroom, or in the morning. Look for clues of when he or she is doing the right thing and filling buckets. Remember, this is a secret. While you are watching this person, someone else may be watching you.

Discuss with your students what behaviors they should look for. Go over the examples below. You may also want to make your own list.

Watch your classmate very carefully, and notice when he or she does something right. Some examples are:

- following a classroom rule
- helping someone else
- remembering to do something he or she promised to do
- listening
- sharing
- asking others to play; including others in activities, games, or conversations
- saying “please” and “thank you”
- being positive instead of negative
- making someone else feel good
- being polite instead of pushing or grabbing
- making someone smile or laugh
- meeting someone new
- stopping someone from bucket dipping

(continued)

HOW FULL IS YOUR BUCKET?

(Week 10: continued)

Tell each student which classmate to watch. A simple way to do this is to write each student's name on a piece of paper and have them draw names. Make sure you record (secretly) who each student has, just in case they forget or lose their assignment.

You are all detectives now. So be on the lookout. Don't tell anyone who you are investigating. It is important for you to catch others doing something right when they don't know you are watching. Remember, someone is watching you too.

On _____ we will share our discoveries with the class.

PART TWO

Instruct students to either write down or draw a picture of the things they saw the person they were watching do right.

You may want to give your students some ideas. Adjust to the ages of the students in your class. For younger children, you might want to consider writing helpful phrases on the board such as:

- You are a good helper
- Thank you for helping me
- Thank you for helping Kelly
- Thank you for sharing with Corey
- You make me laugh
- Thank you for playing _____
- You are fun

Have students share their observations with the class.

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WORDS OF THE WEEK

Detective A person whose job is to find clues

Investigate To look for; spy on; study

Observe Watch and take note



Week 11: Focus on Me

Everyone is different. No two people are exactly the same. Some enjoy talking; some are quiet. Some people like to sit and read; some like to run around. Some like to have a lot of friends; some have more fun with just a few friends. The more we know about someone, the better we can fill their buckets.

People can also fill their own buckets by doing things that make them feel good. This week, students tell a story through pictures, identifying the things they are good at and the things that fill their buckets.



MATERIALS

- Poster board or construction paper
- Craft supplies: markers, old magazines, scissors, tape, or glue
- Picture flashcards



ACTIVITY

Filling someone's bucket or giving them a drop can be a lot easier if you know the other person very well.

Show the picture flashcard of Felix's sister crying.

Do you remember Felix and his sister Anna? Do you remember how Felix filled Anna's bucket when she was crying?

He asked her if she wanted to help him build the tallest building in the world with his blocks. He knew that his sister liked to play with his blocks. She liked to help him build things. Felix was able to quickly fill her bucket because he knew something she was interested in and liked doing.

If we want to be a bucket-filling class, it is important for us to know each other well. So today, we are going to make a Me Poster — a poster about ourselves.

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What are some of the things that we should know about each other so that we will be able to fill each other's buckets, just like Felix did for his sister?

Make a list of the things students identify. Some suggestions might be:

- What name do you like to be called?
- What things do you really like to do? What are your hobbies? What do you talk about a lot?
- What kinds of things fill your bucket the most?
- What are your favorite TV shows? What are your favorite sports teams?

Distribute the supplies and give instructions for the activity.

I want you to make a poster about you. You can draw pictures, cut out and glue pieces from magazines, or use words. The poster can include anything that helps other people get to know you better. Remember to put your name on the poster.

We will share our posters with each other when we are done.

Ask each student to present his or her poster and explain what is on the poster and why it represents who they are.

Reinforce the idea that each of us can fill other people's buckets by saying or doing things to increase their positive emotions. It is important to understand that what fills one person's bucket is often different than what fills another person's bucket. Use what we have learned today about each other to help us fill each other's buckets.

Do you think we can fill our own buckets?
How?

(continued)

HOW FULL IS YOUR BUCKET?

(Week 11: continued)

Tell students that people fill their own buckets by doing the things that make them feel good. Give an example of how you fill your own bucket. (Example: I really like to read. When I am reading a good book, I feel like I am in a different place. So, one thing I do to fill my bucket is spend a little time each night reading.)

When you need to fill your bucket, try to do something you really like to do. Try to do some of the things that you put on your poster.

Consider hanging these posters in your classroom or in the hall.

ADDITIONAL ACTIVITIES

- Assign students another student's name, and ask them to write a drop to that classmate using the information on the student's poster.
- Write a drop to each student yourself. As their teacher, you are one of the most important and valued people in their lives. The effect of receiving positive comments from their teacher cannot be overstated.
- Record the information about your students from their posters. This may be great information to remember and use throughout the semester.



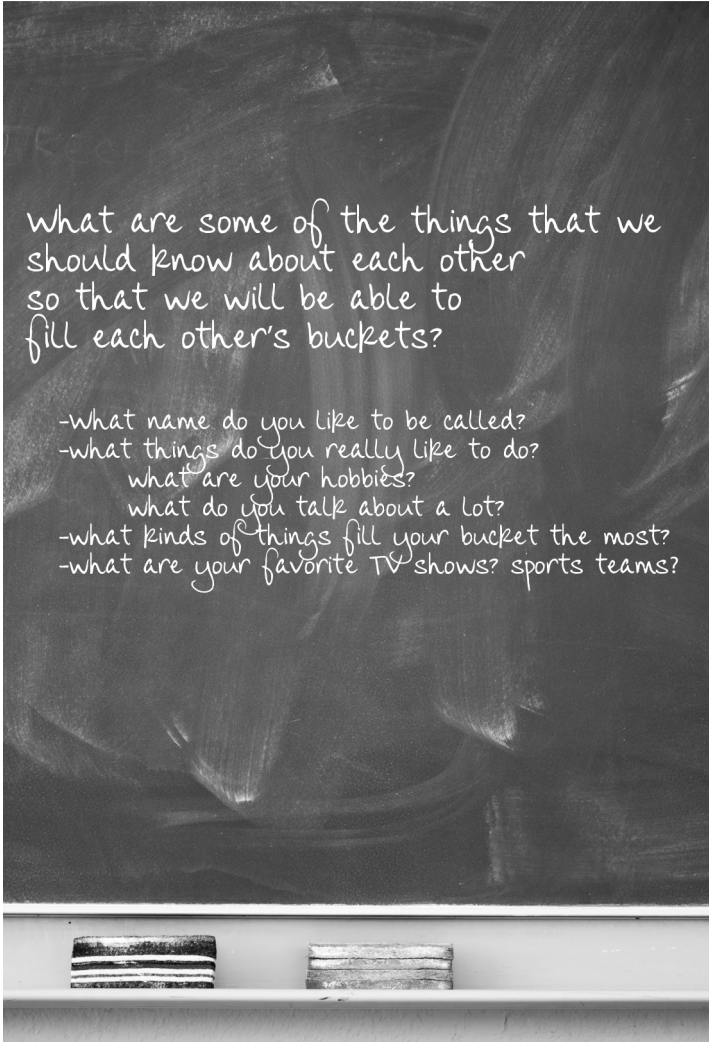
WORDS OF THE WEEK

Portrait A picture of another person

Positive Good

Poster A large sign

Bucket-Filling Semester Curriculum





Week 12: Focus on Others

Students ask questions so they know how to fill another person's bucket. This easy application can be used to help students not only fill others' buckets, but also to become more engaged with each other and with the people they spend time with every day.



MATERIALS

- Invited guest (people to consider: librarian, custodian, secretary, principal, other teacher, someone from the cafeteria)
- Colored drop cards



ACTIVITY

Review the key discoveries from the previous week's activity (Poster of Me). Each of us can fill other people's buckets by saying or doing things to increase another person's positive emotions. It is important to understand that what fills one person's bucket is often different than what fills another person's bucket.

Last week, we made a list of questions to think about before building your poster.

Do you remember those questions?

Make a list of the things students identify. Help them come up with great questions to ask someone they are trying to get to know better. To assist them, suggest the following types of questions:

- What name do you liked to be called?
- What is your job? What do you like best about your job?
- What do you like best about our school?
- What are your hobbies or special interests?
- Tell us about your family, friends, or pets.
- Tell us one thing that few people know about you.
- What is one thing that you are really good at?
- What fills your bucket? What are some of the things that make you feel really good?

Bucket-Filling Semester Curriculum

Introduce this week's activity.

We have a guest who is going to spend some time with us today. She is going to tell us about her job and what she does every day. There is going to be time for you to ask some questions. Pay close attention to what she does, what she likes, and what she likes to do. It is important to listen carefully, because what fills one person's bucket is often different than what fills another person's bucket.

Introduce the guest you have invited. Ask her to say a few things about herself. Then, give students the chance to ask your guest questions.

After your guest leaves, facilitate a short discussion about the things students learned about your guest. Ask them to discuss their thoughts about what fills her bucket.

Have students write a drop to thank your guest for coming to the class and to fill her bucket. If possible, have the entire class deliver the drops to her personally.

Or, create one giant drop. Ask students what they would like to include on the drop. Write it, and have all students sign their name.

Recap this activity by emphasizing that each of us has the ability to fill other people's buckets and to do good things for others. It is important to keep in mind that what fills one person's bucket is often different than what fills another person's bucket. The questions we asked our guest are great questions to use when you meet new people. They will help you learn about them and identify ways that you can fill their buckets.



WORDS OF THE WEEK

Select words based on the occupation and interests of your invited guest.



Week 13: Buckets Everywhere

Bucket filling can happen across all age groups. There are no rules. You have probably witnessed young people filling older people's buckets — these can be some of the greatest bucket-filling moments. This week, students develop specific strategies for filling the buckets of people outside of their classroom.



MATERIALS

- Colored drop cards

ACTIVITY

Introduce this week's learning:

Last week, we invited _____ to our class.

Do you remember?

We learned some interesting things about our guest, and then we gave her a drop. Our guest is just one person we see outside of our classroom every day.

Who else do you know at our school, besides _____?

Others might include:

librarians • custodians • secretaries • students in after-school activities • students in other classes • new students

Today, I want you to think about all the people you know outside of our class. Choose one person whose bucket you can fill. It can be anyone — students in other classes, friends, family members, neighbors, dance instructors, bus drivers, or someone else at school. You might want to think about someone you know who needs to have his or her bucket filled.

Bucket-Filling Semester Curriculum

Think about all of your activities. Who helps you do them? Who helps you get better? Who encourages you? Who needs your help?

Remember to find out what fills this person's bucket. Discover what you could do that would be special for this person.

When you have picked your person, write down his or her name. Start to think about what you can do to fill this person's bucket.

Have students write the person a drop for his or her bucket. Depending on your students' age level, give them a time frame for filling the person's bucket (this could be one hour to one week).

Have students identify the person whose bucket they filled, what they did to fill it, and the person's reaction.



WORDS OF THE WEEK

Emotions Feelings, like joy, sadness, fear, hate, and love

Neighbor A person who lives near you

Reaction A response to something



Week 14: How Many Buckets Can We Fill?

A great way to fill buckets is to give unexpectedly. A great way to give unexpectedly is by writing drops or thank you notes for things you notice or appreciate. This week, students expand their bucket-filling reach.



MATERIALS

- Colored drop cards

ACTIVITY

The purpose of this activity is to energize the class to fill as many buckets today as possible.

I want you to think about yesterday.

How many things do you remember that happened to you yesterday?

I am going to give you a minute to count as many things as you can remember about yesterday. You are not going to be tested on this, but try as hard as you can to come up with as many things as you can.

Bucket-Filling Semester Curriculum

Give your students a minute to think. Then poll them to identify how many things they remembered.

Do you think you remembered most of the things that happened yesterday, or do you think more things happened than you can specifically remember?

Do you remember when _____ (guest from Week 12) visited our class? Do you think she remembers all of the drops we gave her?

So many things happen to us every day that it is impossible to remember them all. We actually remember the negative things as well as the really positive things (let's call these WOW moments — we remember them because they are so positive and they made us feel very good). Today, we are going to try to create as many WOW moments for others as we can. Tomorrow, we are going to count how many buckets we filled today.

We are going to start by giving drops to another class.

Write these three statements on the chalkboard or white board:

I hope you have a great day.

Have a happy day!

Woohoo! It's going to be a wonderful day!

(continued)

HOW FULL IS YOUR BUCKET?

(Week 14: continued)

Give each student a blank drop. Ask students to choose one of the three statements above, and have them write it on their drop. Tell them that your class is going to interrupt another class and give each person in the class a drop. Make sure you have enough drops for each student in the other class.

Tell students that they should be quiet and courteous as they walk in, find a student, and give him or her a drop and then leave. Stress that everyone in the class should get a drop. If a student already has a drop, find another student who doesn't have one and give a drop to him or her.

Recap this activity by asking students if they thought the other class would remember this tomorrow.

There are a couple of reasons why the students in the other class will remember the moment when we visited them and gave them drops. First, we gave them a positive pick-me-up. Second, we gave them something that they were not expecting. When we receive things unexpectedly, it fills our buckets just a little bit more. Now, imagine what it would have meant to the class if each of the drops were personalized.

We filled the buckets of students in that class. Now, let's see how many more buckets we can fill today.

Bucket-Filling Semester Curriculum

Review other actions that students can do to fill other people's buckets, for example:

- Call someone by the name they like to be called.
- Help someone.
- Say something nice to someone.
- Thank someone for doing something for you or others.
- Stop yourself from bucket dipping.
- See the good side of a bad situation.

Emphasize that we face a choice every moment of every day: We can fill one another's buckets, or we can dip from them. It is an important choice that influences our actions, health, happiness, and our relationships.



WORDS OF THE WEEK

Happy Pleased or glad

Moment A short period of time; an instant

Unexpected Surprising; not planned



Week 15: Thank You!

When you tell someone thank you, and you really mean it, that person knows that you noticed what he or she did and that you appreciated it. This week, students learn the power of these two simple words and practice saying them to others.



MATERIALS

- Colored paper, markers or crayons, scissors, and tape or glue
- Thank you cards



ACTIVITY

Introduce this week's activity by discussing the importance and power of saying thank you.

How often do you tell someone thank you?

One of the easiest ways to fill a person's bucket is to tell them thank you. Saying thank you means that you notice and appreciate that someone spent his or her time, money, or energy doing something for you.

Saying thank you can also fill our own bucket. It reminds us that for every drop we put in someone else's bucket, we fill our own.

When do you say thank you?

Why is saying thank you important?

How often do you tell someone thank you?

How often do you thank your parents for the things they do for you?

What about your friend who is always there for you?

What about your neighbor, sister, or brother who does a favor for you?

What about the bus driver who drives you to and from school each day?

How often do you say thank you to these people?

Bucket-Filling Semester Curriculum

Are there other people you can think of that you could say thank you to?

Assign your students the task of creating a thank you card for someone they appreciate.

Sometimes we forget to say thank you. Today, we are going to create a thank you card. Giving someone a thank you card is one way that we can tell them how much we appreciate them and the things they do for us and others. Think about some people who deserve your thank you, and make a card for them.

Explain the components of a thank you card. It should include:

- the recipient's name
- a picture or note describing why you are thanking them
- your name

To help your students get started on their cards, you may want to show them some examples. Depending on the age and sophistication of your class, you may want to write some thank you statements on a blackboard or white board. Some examples might be:

- Thank you for _____
- I would like to thank you for _____
- Thank you! You really made me happy.
- A special thank you
- Thanks a bunch

Ask for volunteers to share their cards. Ask the class to deliver their thank you cards (in person, if possible) to the recipients.



WORDS OF THE WEEK

Notice To see something happen

Receive To be given

Thank To show appreciation



Week 16: Filling Buckets at Home

We all face a choice every moment of every day. We can either fill other people's buckets, or we can dip from them. It is an important choice that influences our feelings and actions and the feelings and actions of the people around us. This week, students learn how to create bucket-filling moments at home.



MATERIALS

- Picture flashcards
- Poster paper or poster board
- Construction paper, markers or crayons, old magazines, scissors, and glue or tape
- Colored drop cards



ACTIVITY

Introduce this activity by using the picture flashcards that show the building blocks scene from the beginning of *How Full Is Your Bucket? For Kids*.

Do you remember this part of the book with Felix and Anna?

Anna wanted to help and play with Felix. Instead of letting her help or kindly explaining what he was doing, Felix dipped in Anna's bucket. He told her that she was too little and to go away. He said, "Go play with your BABY toys, Anna."

Ask the class what Anna or Felix could have done differently. You may want to demonstrate the scene by asking for volunteers to act it out.

Emphasize the idea that we face a choice every moment of every day: We can fill one another's buckets, or we can dip from them. It is an important choice that influences our actions and feelings and the feelings and actions of people around us.

Bucket-Filling Semester Curriculum

Besides school, where do you spend most of your time?

Today, we are going to focus on filling buckets at home.

PART ONE: BUCKET-FILLING POSTER

Instruct students to make a poster of their family that shows what fills each family member's bucket. They can use any of the materials you provide. The poster should include a place for each person's name and one or two things that would fill each person's bucket. To help students get started, you may want to have them think about these questions for each person in their family:

- Does this person have any hobbies? What does this person really like to do?
- Who are this person's friends?
- Does this person have a pet?
- What is something that this person is really good at?
- What is the best way to fill this person's bucket?

Ask each student to present and explain the contents of his or her poster.

PART TWO: TAKING IT HOME

After each student presents his or her poster, lead a discussion on the types of things that they can do to make their home a bucket-filling home. Help your students brainstorm activities or actions that they can take from your classroom and replicate at home. Some ideas or suggestions that you may want to discuss include:

- Tell your family about bucket dipping and bucket filling.
- Prevent bucket dipping.
 - When you see bucket dipping at home, ask your family to stop dipping out of each other's buckets.

(continued)

HOW FULL IS YOUR BUCKET?

(Week 16: continued)

- Include your brothers and sisters in activities.
- Teach your parents and brothers and sisters how to fill buckets.
- Ask your parents if the family can create dipper-free zones (for example, bucket dipping is not allowed at the dinner table or in the family room).
- Be an example for others. Be a bucket filler.

Conclude this part of the activity by asking students to write a drop to take home for their mom, dad, brother, or sister.



WORDS OF THE WEEK

Choice To pick one thing over another; to make a selection

Include To invite or make room for

Zone A specific area or place, for example: your bedroom, kitchen, or dining room

Bucket-Filling Semester Curriculum

TAKING IT HOME

What can you do to fill buckets at home?





Week 17: Make Best Friends

“The only way to have a friend is to be one.”

These famous words from Ralph Waldo Emerson still ring true today. Great relationships matter. This week, students explore the nature of friendship and apply bucket-filling strategies to support the friendships they have.



MATERIALS

- Cut-outs (like paper dolls) in the shape of two friends holding hands
- Square construction paper, markers or crayons, old magazines, scissors, and glue or tape



ACTIVITY

FRIENDSHIP QUILT

Introduce this activity by writing the following statement on your white board or blackboard:

“To have good friends, you must be a good friend.”

What is a good friend?

Ask students to list all the ways they can be a good friend.

Instruct students to work in pairs. Give each pair a cut-out of two friends holding hands and ask the pair to color the cut-out friends. Then, have students look for examples of friendship behaviors in magazines or make pictures of them. Ask them to use the pictures or drawings to create a collage using the construction paper. The cut-out of the two friends should also be included in their collage.

Ask the pairs of students to present their collages. Each pair should describe the actions and behaviors represented in the collage.

Recap by making a list of the behaviors and actions of friends on a white board, blackboard, or flip chart, and discuss each answer.

Bucket-Filling Semester Curriculum

How do good friends treat each other?

These answers are the characteristics of best friends. Your list might include:

- Good friends listen to each other.
- They care about each other.
- They like us for who we are.
- They help and support each other.
- They don't dip out of their buckets by putting each other down or hurting each other's feelings.
- They try to understand each other's feelings and moods.
- They give each other drops or compliments.
- They are dependable.
- They are trustworthy.

Emphasize that good friends are bucket fillers. They add happiness to our lives by being our friends. They fill our buckets through their kind words and actions.

Collect each square collage and build a friendship quilt by attaching all of the collages together. Display the friendship quilt.



WORDS OF THE WEEK

Care To like and show an interest in

Collage Creating art by pasting a variety of different things together, such as pictures, magazine clippings, drawings, and construction paper

Trust or Trustworthy Someone we can count on



Week 18: Favorite Moments

Students review the vital learning components presented during the bucket-filling semester and demonstrate their progress on two final activities. In the first activity, students review and apply what they learned by filling in missing cartoon captions. Students then reflect on and share their favorite bucket-filling moments from the semester.



MATERIALS

- Picture flashcards

ACTIVITY

Review the vital learning components presented during the bucket-filling semester:

- Each of us has an invisible bucket. It is constantly emptied or filled, depending on what others say or do to us. When our bucket is full, we feel great. When it's empty, we feel awful.
- Each of us also has an invisible dipper. When we use the dipper to fill other people's buckets — by saying or doing things to increase their positive emotions — we also fill our own bucket. But when we use that dipper to dip from others' buckets — by saying or doing things that decrease their positive emotions — we empty our own buckets as well.
- A full bucket gives us a feeling of happiness and energy. It makes us want to be good to other people. Every drop in that bucket makes us stronger and happier.
- An empty bucket makes us feel terrible. It poisons the way we see people and the world. It zaps our energy. That's why every time someone dips from our bucket, it hurts us.
- We face a choice every moment of every day: We can fill one another's buckets, or we can dip from them. It's an important choice — one that makes a difference to our friends, family, and happiness.

PART ONE: CAPTION THIS

Using one of the picture flashcards, explain what a caption is: A caption in this case is the words that they are saying to one another.

Divide your class into small groups. Give each group one of the picture flashcards.

Write the following questions on the blackboard or white board:

What would you do instead of bucket dipping?

What would you do to fill this person's bucket?

Have students work together to write a caption for the flashcard you gave them. Ask students to share their captions.

PART TWO: FAVORITE MOMENTS

Collect each student's favorite bucket-filling moment.

Ask each student to talk about their favorite bucket-filling moment from the semester.

What was your favorite bucket-filling moment?

Do you have an example that you would like to share of a classmate who really filled your bucket?

What is something you did for someone else that filled his or her bucket?

If your class wrote and collected drops, ask students to read through the drops they have received and pick their personal favorite — the one that means the most to them.

Continue to encourage your students to give people drops, particularly classmates. This does not have to be an assignment. Remind the class that every single one of us has the ability to fill someone's bucket. An easy way to fill your classmates' buckets is to write them a drop. When we fill other people's buckets, we also fill our own.

More Bucket-Filling Semester Activities

WRITE A DROP FOR YOUR PARENTS

Have your students write a drop to take home for their parents.

DROP, DROP, WHO'S GOT THE DROP?

This interactive game — in the spirit of “Hot Potato” and “Who Stole the Cookies?” — will be fun, but it will also be meaningful.

Write the names of three people at your school but outside of your classroom on three different colored drops. Make sure students know who these people are.

Arrange students in a circle, and give the three drops to different students.

Explain the rules.

- Each of the drops I handed out has a person's name on it. When I say go, if you have a drop, pass it to the person on your left. Continue passing the drops until I say stop. So, we will be passing the drops in a great big circle.
- When I say stop, immediately stop passing the drops. If, when I say stop, you are holding a drop, I am going to ask you a question.

Start the game by saying, “Go.”

After a short time, say, “Stop.” Make sure all of the drops freeze in place.

Ask the students who have the drops how they would fill that person's bucket.

You can repeat this several times throughout the semester.

HOW DO YOU FILL A SUPERHERO'S BUCKET?

Have students write a drop to their favorite superhero, and then have each student read the drop to the class.

Use this as an opportunity to reinforce vital bucket concepts (Are the drops meaningful, specific, and individualized?):

- Why fill this superhero's bucket?
- Why will this fill his or her bucket?
- How did you decide what to say?

WEEKLY WATCHER

This activity duplicates the Detective Do-Right assignment but extends it to a weekly exercise throughout the semester. Throughout the semester, assign students a new person to watch for what he or she does right. The Weekly Watcher certificate provides a vehicle for the watchers to give feedback, praise, and recognition about their discoveries.

WHAT'S RIGHT

Make a list of "what's right." Ask students to make a list of all the positive words they can think of to describe themselves. You can expand on this activity by asking students to list words that other people use to describe them. Then ask them to take this list home and ask their mom, dad, brother, sister, or other family member to tell them about a time when they have seen the student think, feel, or behave this way.

HOW FULL IS YOUR BUCKET?

PAY IT FORWARD

The expression “pay it forward” is used to describe the concept of asking that a good deed be repaid by having it done to others. The pay it forward concept is featured in the Warner Brothers film by the same title. In the movie, one good deed received is repaid by doing a good deed for three other people. In this way, good deeds can grow exponentially.

Introduce the pay it forward concept to your students.

Challenge your students to multiply the power of their drops. For each drop they give, they should ask the recipient to pay it forward by giving three drops to three people they know and asking each of those three people to extend the challenge to three others.

GOOD FRIENDS

For one week, ask students to be on the lookout for someone being a good friend. When we see someone being a good friend, we should bring it to everyone’s attention. Each time you or someone else in the class sees someone being a good friend, add a cut-out in the shape of a person to a bucket. Challenge the class to fill the bucket full of friends. Throughout the week, ask students if they have seen someone be a good friend. Remind the class that good friends are bucket fillers. They add happiness and positivity to our lives.

NEW KID ON THE BLOCK

Divide the class into groups of no more than five students per group. Each group will perform a skit. Instruct students to select one member of the group to play the role of a new student in the class. The new student’s challenge is to try to gain acceptance into the group. After the skits, discuss with the class how it felt to be the new kid and how it felt to be part of the “in” group. Discuss some of the different ways of “breaking in” to a new group.

THE BUCKET QUIZ

Ask students to respond to the following statements by indicating true or false:

I remembered someone's name today.

I helped someone today.

I said something nice to someone today.

I thanked someone today.

I stopped myself or someone else from bucket dipping today.

I tried to see the good side of a bad situation today.

I did something else to fill another person's bucket today.

Challenge your students to be able to answer "true" to at least four of these statements every day.

HOW FULL IS YOUR BUCKET?

Extending Your Reach

LETTER TO PARENTS

Send a letter home to your students' parents explaining the Bucket-Filling Semester Curriculum. Use the Bucket-Filling Semester Curriculum outline, or include it as a resource. Attach a personal drop to the parents about their child.

START EACH DAY

Start each day with this set of questions:

- Who feels really good this morning?
- What made you feel really good this morning? Did something special happen yesterday or earlier today?
- Is this something that you can do for someone else?

MAKE YOUR CLASSROOM A BUCKET-FILLING CLASSROOM

What is bucket filling?

Bucket filling is more than recognition. It involves relationships, time spent in a meaningful activity, and providing experiences that help each individual know that he or she matters and that his or her life is valuable.

It is important to note that people can fill their own buckets and should take responsibility for doing the things that make them feel good. We are at our best when our buckets are full.

What fills one person's bucket is often different than what fills another person's bucket. Observe your students and peers. Try to recognize "bucket-filling" moments when you see them. Ask each person what fills his or her bucket so your bucket filling is individualized.

CREATE A DROP STATION

Build a drop station that has blank drop cards or note cards, colorful stickers, pens, pencils, markers, and any other materials that make it easy for students to create drops. Students can write drops to each other, to students in other classrooms, to teachers, to parents, or to anyone who deserves to be thanked or needs their bucket filled. Noticing and recognizing positive behavior is a good habit that will change the culture of your classroom.

Wouldn't it be fun and *meaningful* to come to class each day to find a new drop in the bucket you decorated for yourself?

PREVENT BUCKET DIPPING

How can you prevent bucket dipping?




- Teach students what bucket dipping is.
- Call attention to bucket dipping and bucket filling.
- Encourage students to be inclusive.
- Teach students how to fill buckets.
- Reward bucket filling.

Watch for coaching opportunities in your classroom and school. When you see instances of bucket dipping, bring it to the bucket dipping student's attention. Help coach him or her to develop alternatives, including how to fill people's buckets.








Encourage other faculty members to make the school a "dipper free zone."


HOW FULL IS YOUR BUCKET?

SHINE THE LIGHT ON WHAT IS RIGHT IN YOUR CLASSROOM

- Write weekly thank you notes. Things happen every week that are worthy of taking the time to say thank you. Teach students to write thank you notes. Ask them to write one each week.
- Instead of making a list of which students did not turn in homework, make a list of those who did. Instead of making a list of which students have not returned their library books, make a list of those who did.
- Notice what people do well. In schools, we test, grade, and compare. Some students are good at things that may not be officially graded, like listening, sharing, or sports. Find ways to point out the important skills and talents that students demonstrate, for example:
 - Athletic ability: Which of your students excel in sports or physical fitness?
 - Musical ability: Which of your students perform well musically?
 - Academic ability: Which of your students perform well academically?
 - Artistic ability: Which of your students excel at drawing or painting?
 - Dramatic ability: Which of your students excel at dancing or performing on stage?
 - Writing ability: Which of your students excel at writing?
 -  Achieving: Which of your students have more energy and more goals than others? Which of your students relish a sense of accomplishment?
 -  Caring: Which of your students are always reaching out to help others in small ways or big ways?
 -  Competing: Which of your students are driven to win? Which of your students strive for first place?

Bucket-Filling Semester Curriculum

-  Confidence: Which of your students believe in themselves and in what they can do? This helps them take on challenges because they are sure they will succeed.
-  Dependability: Which of your students take responsibility and are trustworthy? Which students keep their promises?
-  Discovering: Which of your students are thinkers and learners? Which students get excited about new ideas? Which of your students always ask “How?” and “Why?”
-  Future Thinking: Which of your students love to think and dream about the future? Which of your students always think about what is possible — and not about what is impossible?
-  Organizing: Which of your students are schedulers, planners, and organizers?
-  Presence: Which of your students have presence? Which of your students tell stories and take the lead?
-  Relating: Which of your students appear to build long and lasting friendships? Which of your students widen the circle of friends for others?

 To learn more about these strengths, please visit <https://www.strengths-explorer.com>.

HOW FULL IS YOUR BUCKET?

HELP STUDENTS LEARN ABOUT OTHERS

Learning about others helps everyone feel more connected in a school or classroom. You can help your students become more engaged with each other and with the people they spend time with every day.

Here are some simple ways students can learn about others:

- Learn the names of everyone they come into contact with each day:
 - the librarian
 - the custodian
 - the secretary
 - kids in other classes
 - kids in after-school activities
 - new students
- Learn about what fills other people's buckets.
- Ask people about the things they like.
- Share what they like with others.
- Sit with someone different at lunch.

THANK YOU TIME

Establish a classroom ritual of thank you time. Every day before class is dismissed, give your students time to thank one another for the positive or helpful things they did that day. This will reinforce the importance of thanking those around you and increase the positive emotions in the classroom.

Bucket-Filling Semester Curriculum Resources

How Full Is Your Bucket? For Kids, written by Tom Rath and Mary Reckmeyer, is available at most book retailers.

The resources below are available for you to download at press.gallup.com/resources/HFIYBEDU:

- Picture flashcards
- Colored drop cards
- Weekly Watcher certificate
- *My Bucket Book*