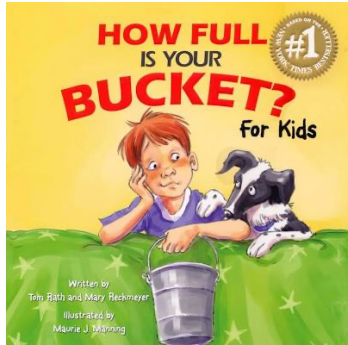




Cook Books

Recipes for adding some "spice" to your Social and Emotional teaching practices



How Full is Your Bucket? (For Kids)

by Tom Rath and Mary Reckmeyer

Gallup Press, 2009

We follow Felix through his day as he learns how to fill the buckets of his friends, teachers, family, and even the dog. He discovers that when he fills others' buckets, his own bucket also gets filled. Felix now understands how being kind to each other promotes good feelings all around and how mean words or actions deplete us.

Activities and ideas provided by: Beth Peloquin, Pyramid 802 Plus

Vocabulary

Invisible, scattered, empty, burst, realized

Emotions/Feelings Vocabulary

Scowled, scolded, grinned, scary, help

Examples of Activities that can be used while reading **How Full is Your Bucket? (For Kids)** and throughout the day to promote social and emotional development:

- **While Reading the Book:** Let the children share how they would feel if the things that happened to Felix in the book happened to them. Ask them, "Why do you think Felix's bucket got a drop each time he did something that put a drop in another person's bucket?"
- **Individual Buckets:** Have kids create their own buckets by decorating big plastic cups (like Solo® cups) with googly eyes, sharpies, and stickers. Once buckets are complete, you can use a hole punch and chenille sticks to make a handle. As children do acts of kindness, they can fill each other's buckets with pieces of paper shaped like drops of water. Teachers can write what the words for the kind act on each drop. Use group times, like circle/meeting and meals to ask kids if they filled anyone's bucket, writing the actions on a drop, and letting the child who did the act put the drop in the bucket of the child who received the action and adding a drop to their own bucket.



- **Filler/Dipper Sorting Game:** Make cards with pictures or actions that are bucket fillers and bucket dippers. Make sure to include some the actions used in the book as examples. Put out two small hula hoops, one with a picture of a bucket with a smiley face, and one with a picture of a frowny face. Hand out the pictures of fillers and dippers to the kids and have them take turns deciding if their card is a filler and dipper. Allow time to talk about how kids would feel if each action happened to them.
- **Sensory Table:** Fill the sensory table with water. Add in buckets, measuring cups, plastic cups, various jars. As the kids explore with filling and pouring the containers, you can reinforce the language of “empty” and “full.” Have one container with a smiley face on it. Each time children give a compliment, help each other, or do kind acts, use a dropper to add water to the smiley faced bucket.
- **All Day Long:** Model kindness and take notice of when children are kind to each other. Use examples from your observations of kids to discuss during group times. Let the children share about when they were kind to someone else – a friend, family member, or pet. Give children positive descriptive feedback by saying things like, “That was so kind of you to share the play dough. You filled your friend’s bucket” or “You really filled your friend’s bucket by letting them join your play.”

Connecting with Families

To support families with this book, encourage them to read it with their children and talk about ways they have been kind to each other. Ask them to stress the bucket filling, rather than the bucket dipping.

Encourage families to notice when their children are being “bucket fillers” at home. You can share these bucket filler cards (<https://www.bucketfillers101.com/pdfs/GreatJobCards.pdf>) and have the family write what kind actions the child did to fill a family member’s bucket. The child can bring them to school to share.

Encourage “apologies of action.” When you notice their child engaging in bucket dipping actions with family members, help that child to write a note or draw a picture that emphasizes something they love about that family member to fill their bucket.