

HAVE YOU FILLED A BUCKET TODAY?

Introductory lesson- 30 minutes

(Kids on carpet or seats- I prefer carpet)

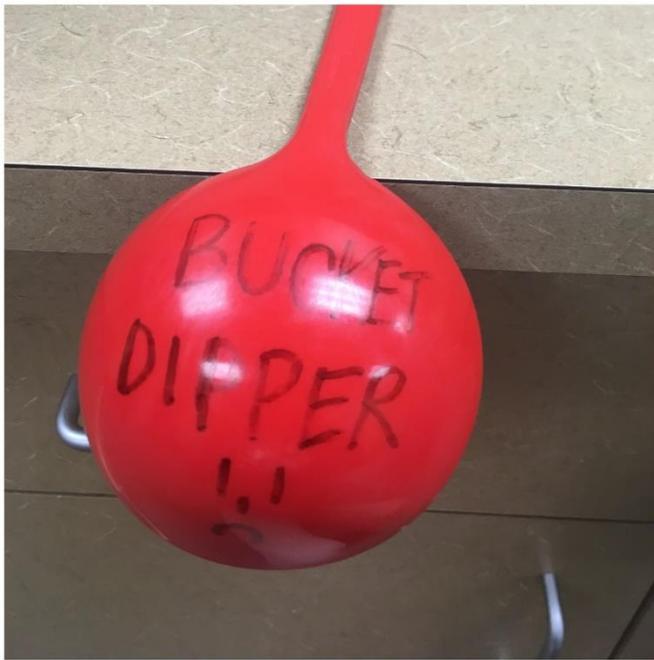
- Tell students my name and have them repeat it several times
- Tell students I'm the school counselor and have them repeat school counselor several times
- Let the students in on a little secret about myself and tell them that I am very strong and have huge muscles! I tell them about Pop Eye the Sailor Man and how he eats a can of spinach and his muscles explode. I tell them that when I flex my arm muscle they will be astonished and amazed! I must be careful to make sure my bicep doesn't hit the ceiling! Then I flex it for them and they smile. I tell them although I am super strong that I brought something with me that is too heavy to carry and that I need a female and male helper and that they need to flex their muscles for me. Then we go get the item I left by the door. I get the bottom and they grab it to (it's nothing-nothing is actually sitting by the door) and we pretend pick it up and get all out of breath, so the class can see how heavy it is and put it on the chair next to me. It's amazing that the helpers just go along with it and act as if it's really heavy!

- I then tell the kids that I always have this item with me and that everyone else has one with them to and that it's a good thing it is so very heavy! But we can't see it. I ask them if we can't see it what do we call that? (invisible) At this point many students will guess that it is a bucket and I just say it may be but for today and today only we are going to make it to where it's no longer invisible.
- This is when I tell them another amazing fact about myself! I tell them that I could actually win America's Got Talent because I am so talented. I tell them I choose not to apply because I wouldn't be able to be their counselor because I'd have to perform in Vegas every night. I tell them my talent is not singing and certainly not dancing...but that it's magic!
- I tell them I am going to get them to help me turn this invisible object into something we can see. I tell them they all must be on their bottoms and then I show them to hold their hands out straight and point to the object while wiggling their fingers. I explain that as we are using our hands we will say abrakazam, Abrakazoom, abrakazam, abrakazoom quietly and slowly until about 10 times and then I will clap my hands and say open your eyes (this is when I tell them that we all have to close our eyes and picture in our heads what we think the object may be) and the object will be there! We do it all together and after I clap my hands I act embarrassed and surprised that it is not there! I say I wonder if it's because everyone wasn't on their bottoms, or maybe someone forgot to twinkle their fingers?? We do it again. And again this time it is not there. Wow! Maybe someone accidentally peeked? Finally I will strategically grab the bucket that I brought in a bag with me and I try to inconspicuously

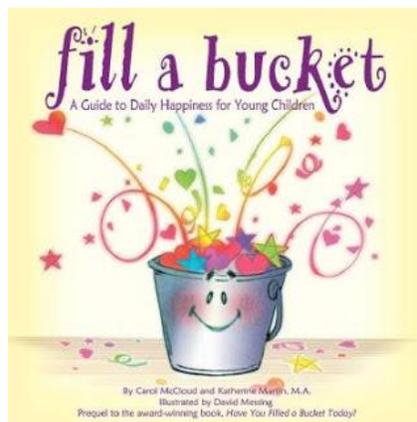
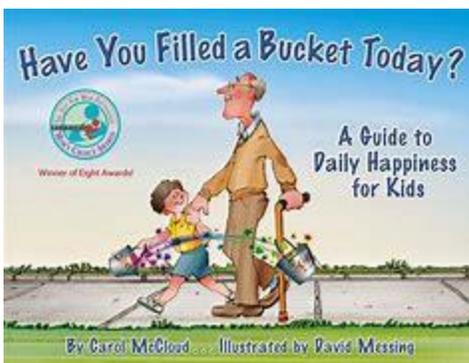
place it in the room as I am coming in and I place it in the chair...and clap my hands and say open your eyes...and I act shocked and amazed that it appeared! Depending on the grade level they may or may not fall for it but it makes the fifth graders giggle and it shocks the kindergarteners.

- I then say it is my invisible bucket and it is with me all the time. I tell them that it's really full and heavy and that is an amazing thing. I tell them a fake story about how it got so full. I start with saying my sons were really well behaved in the morning. I ask them do they think that made me feel happy or sad? Happy! I then say guess what and I clap my hands and make fireworks sounds and motions with my hands and get the kids to do the same motion. And I tell them my sons filled my bucket and because they made me happy by being well behaved this morning they were bucket fillers. I tell them that because they were bucket fillers they also (and I do firework motion with hands) filled their own buckets too. I then tell them a teacher held the door open for me. So, guess what happened? Pow wow and clap my hands and spread them out over my head and kids just automatically do it to and all those good feelings I got from her holding the door for me filled my bucket right up. I get them to tell me that the teacher was a bucket filler and when she held the door for me she filled up her bucket as well. I go through several different scenarios about how I have run into so many bucket fillers and that was why my bucket was so full I could hardly carry it in the room with me. The kids do the hand motions with me and the firework sounds with me all through the story.

- Next, I tell them now let's rewind and PRETEND (I say think goodness that my day didn't really start like this) but let's just pretend that my sons were really naughty. I pull out my dipper and we do a dipping motion and a whomp type sound. And I go through my whole story above except using the terms bucket dipper and the whomp sound instead of all the fireworks, etc.
- We read the *Have You Filled a Bucket Today* book by McCloud and depending on the grade level we go into more depth about how often times bucket dippers may have smiles on their faces but their buckets in reality are empty.
- I tell them that my job at the school is to help students on empty bucket kind of days. Not all days are full bucket days unfortunately (like parents fighting, friendship issues, etc.) and then I go through how they can come see me.
- I conclude the lesson by picking one student to give a compliment to (I also ordered stickers that say "Ask me how I filled a Bucket Today) and once I give the student a compliment and the sticker they do the fireworks motion instead of saying thank you. Then that child chooses a different child to compliment until the entire class has a sticker. I let the last kid compliment their teacher. Depending on the grade level I will challenge the students to make the compliments more in depth than I like your shirt and it must be about their personality. I also challenge the older students not to pick their best friends to compliment.
- Before I leave I tell the students to repeat my name and what I do.



Sp Adobe Spark



I use the second book pictured with 4k and 5k. It has a little song that goes with it and is a simpler version. With the tiny kids I make them say something nice to the kid sitting next to them instead of randomly picking.