

How Full is Your Bucket?

WCBF 2-3

<p>Objective: Students will begin to develop an understanding of how their behaviour affects both their own feelings and others' feelings.</p>	<p>IRP PLO(s) addressed: Grade 2, English Language Arts A9: <i>use speaking and listening to develop thinking</i> Grade 2, English Language Arts C1: <i>create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes</i> Grade 2, Health and Career Education C5: <i>identify positive ways to initiate and maintain healthy friendships</i></p>
<p>Materials needed</p> <ul style="list-style-type: none"> • <i>How Full Is Your Bucket?</i> • <i>Our Buckets are BOTH Full when...</i> worksheet 	<p>Grade 3, English Language Arts A8: <i>engage in speaking and listening activities to develop a deeper understanding of texts</i> Grade 3, English Language Arts C1: <i>create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions</i> Grade 3, Health and Career Education C4: <i>describe skills for building and maintaining positive relationships</i></p>

		Teacher guide	Student guide
Opening	Time 5 min	<p>Tell students we are going to talk about taking another person's perspective or putting oneself in another person's shoes. This means to see something through someone else's eyes and think about what they are thinking about or what they are feeling.</p> <p>How do we do that? How do we know what they are thinking or feeling? Look at their face and their expression or emotion. Listen to what they are saying. Look at their body language.</p>	Students listen.
Pre-Activity	10 min	<p>Tell students we are going to read a book and I want you to try to take the characters different perspectives as we go along.</p> <p>Read <i>How Full Is Your Bucket?</i> Stop to ask students what they think different characters are feeling in the same situation, "Let's take his perspective, what is he thinking/feeling?"</p> <p>Sample student response:</p> <ul style="list-style-type: none"> • Felix feels angry and Anna feels sad when they argue about the blocks. 	Students listen and share what they think characters may be feeling.
Activity	20 min	<p>Have students complete the <i>Our Buckets are BOTH Full When</i> worksheet where they are going to write their name and their friend's name and draw something they do together that makes both of your buckets full. And down below in the box they can write why their bucket is full, why the activity they're doing makes you feel good.</p>	Students complete worksheets.

Closure	5 min	<p>Thinking about our friends, classmates, or families' perspectives instead of just our own makes us better friends. Filling up someone else's bucket fills your own too! When we accept others' differences and challenges, we are filling buckets.</p> <p>Class pledge to do something to fill someone's bucket today. The next day, ask students what they did to fill someone's bucket. If they filled someone's bucket, give them a blue piece of paper shaped like a water droplet and have them drop it into a bucket. At the end of the week count how many water droplets are in the bucket and have students try to increase the number the following week.</p>	Students pledge to fill someone's bucket and then share what they did.
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Adaptations:

⇒ Use props (bucket, visuals of feelings) to demonstrate

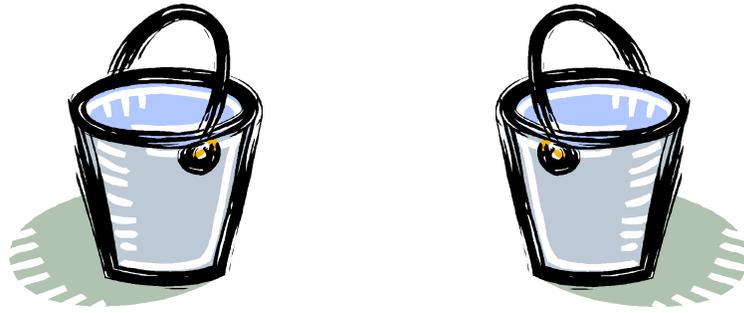
Extensions:

⇒ Create a "Full bucket list" to post in the classroom; all students agree on things at school that fill up their buckets

⇒ Students wear their spectacles to write a journal entry from the perspective of a character in *How Full Is Your Bucket?*

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?

Our Buckets Are BOTH Full When...



Me: _____

My friend(s): _____

••• _____

My bucket is full in this drawing because:

example

Our Buckets Are BOTH Full When...



Me: Pinkus

My friend(s): Bo

... we share our hockey cards

My bucket is full in this drawing because:

I am letting Bo use some of my hockey cards because he doesn't have as many as me. This makes Bo feel good and I feel good because I am sharing. My bucket is also full because playing with my hockey cards with Bo is more fun than playing by myself.