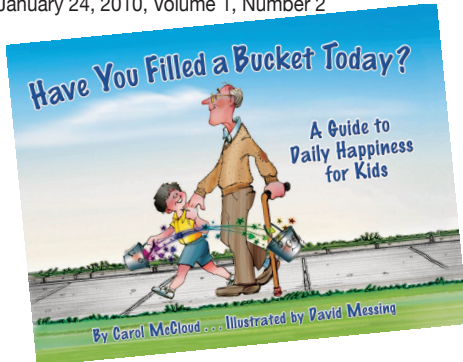


YOUR BUCKETFILLING WORKSHOP

Bucketfilling Ideas to Create Bucketfilling Schools

January 24, 2010, Volume 1, Number 2



STEP TWO

Introducing the concept to staff

From Your Bucket Fillers Team



© 2009 BIGSTOCK PHOTO.COM

In visiting hundreds of schools and businesses over the years, we've learned that a bucketfilling environment begins at the top. We call this "trickle-down bucket filling". In a school district, bucket filling begins with the superintendent, in a school, the principal, and in any other workplace, it begins with the person in authority. However, for real, lasting success, bucketfilling leaders need a staff that is also actively involved in filling buckets.

A school's mission is to help every child reach their maximum potential. Children learn best when they feel "connected" and understand that their teacher, other school staff, and their classmates genuinely care about them. When they feel safe and valued, their buckets are filled and their mental and emotional needs are met. Children with full buckets receive a huge boost in their ability to learn and absorb information.

To create a genuine "bucketfilling school", the entire staff must understand the concept of bucket filling, use the language, see the importance of keeping their own buckets filled, and be bucket fillers themselves. Staff includes teachers, paraprofessionals, office staff and support staff (custodians, lunchroom, transportation, playground, etc.). Bucket filling is most effective when it's practiced, not only in one's professional life, but also in one's personal life. After all, we bring who we are and what we do into our school environment.

To introduce the concept to your staff, here are some ideas:

1. Have a story time by reading and discussing, with your entire staff, *Have You Filled a Bucket Today?* If you are giving each classroom a book, you might have each person read one page in a go-around.
2. Talk about how one simple concept, "bucket filling" encompasses every positive character trait you are teaching and how "bucket dipping" encompasses every negative trait you want to overcome.
3. Talk about other benefits, for example, (a) it focuses on the positive, (b) it's simple, (c) it's tangible (d) it builds healthy relationships (e) it reduces negativity and (f) it's positively contagious.
4. Use a bucket filled with hearts and stars, a dipper (ladle), and a lid to demonstrate. Consider having a bucket dipping, filling, and lid usage role play. (Although the lid is not mentioned in our book, it is an easy concept to understand.)
5. Discuss the three rules to keep your bucket filled: (a) Be a bucket filler (b) Don't be a bucket dipper and (c) Use a lid to protect your bucket.
6. Demonstrate bucket filling. Make eye contact as you give each staffer at least one sincere, positive affirmation.
7. Give each person colored markers, stickers, and a paper bucket cut out of construction paper. Have everyone write their names on a bucket. Pass the paper buckets around the table and ask the group to write one positive descriptive word for each person.

Conclude the meeting by asking your staff to agree to adopt "bucket filling" as your school's permanent theme, then get ready to experience bucket filling.

For more ideas, go to our Resources Page at www.bucketfillers101.com

Download and print past newsletters and classroom ideas. If you are interested in a Bucket Fillers Professional Development Seminar (from 45 minutes to three hours long), call 810 229-5468 or email us at info@bucketfillers.com