

Unit 9 – Be Kind To Others



Overview

The main focus of this unit is on the importance of being kind to ourselves and others. It is always lovely to be on the receiving end of a thank you or a kind act but research has found that kindness benefits the giver as well as the receiver. It can improve the immune system, extend our life span and make us happier^{1,2}. When we are kind, it strengthens our connections with others³. Sadly, when we are not treated kindly or are isolated from others this can have a detrimental impact on our wellbeing. The brain responds to social rejection as it would an actual physical injury and explains why being bullied or left out can feel so devastating⁴. It is important to know how to make amends when we are unkind. Interestingly, one of the hardest people to be kind to, is often ourselves and yet, self-compassion is associated with enhanced motivation, better ability to cope with difficulties, greater wellbeing and reduced anxiety and depression⁵. Self-compassion entails being warm and understanding towards ourselves when we suffer, like we would a friend, rather than beating ourselves up with harsh self-criticism. It is about acknowledging that no-one is perfect and recognising that we are not alone and all humans have shortcomings, make mistakes or experience setbacks⁶.

Key messages to communicate

1. Kindness makes a difference to ourselves and others.

This section introduces the children to a concept called 'Bucket Filling' based around a book called 'Have you filled a bucket today?' by Carol McCloud. It is an easy-to-understand concept. Everyone carries an invisible bucket that fills up whenever we do planned or random kind, considerate, helpful things for ourselves or others (bucket fillers).

2. Being unkind hurts others and it hurts us too

When we say things that are mean, inconsiderate, uncaring, or disrespectful to ourselves or others this has a negative impact and gradually empties our buckets (bucket dippers). This section explores how when we hurt others what we can do to make amends and restore trust and balance in a relationship.

3. It is important to be kind to yourself

This section will help children explore self-compassion. That when things do not go as planned, or we make a mistake or are suffering, that we need to talk to and treat ourselves with the same kindness that we might show a friend rather than with harsh self-judgement. Children need to learn that this is a much more motivating way to get back on our feet and remind themselves that they are part of a big world of imperfect humans and are not alone.

Role Model It



Share with your class about any acts of kindness you have done recently to make someone happy or to help others. Demonstrate how your class can do their own kindness acts e.g. write a thank you letter to the janitor, pupil support assistants, lollipop men/women or lunch staff for their help.

Additional information

TEDx TALKS: Kristen Neff (on The Space between self -esteem and self -compassion) or David Hamilton (on Why Kindness is Good For You).

Random Acts of Kindness Website

<https://www.randomactsofkindness.org/ideas/kindness>

Science of Kindness Video <https://www.youtube.com/watch?v=FA1qgXovaxU>

Self-compassion Website - <http://www.selfcompassion.org/> (Kristen Neff, lead researcher in this field, book is in the references below.)

References

¹ S. G. (2005). Altruism, Happiness, and Health: It's Good to Be Good. *International Journal of Behavioural Medicine*, 12(2), 66-77.

² Hamilton, D. (2010). *Why Kindness Is Good For You*. London: Hay House.

³ Fowler, J. H., & Christakis N. A. (2010). Cooperative behaviour cascades in human social networks. *Proceedings of the National Academy of Sciences of the United States of America*, 107(12).

⁴ Weir, K. (2012). The pain of social rejection. *Monitor on Psychology*, 43(4), 50. Retrieved from <http://www.apa.org/monitor/2012/04/rejection.aspx>

⁵ Neff, K. D. (2012). The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy*, 79-92. New York: Guilford Press.

⁶ Neff, K. D (2011). *Self Compassion: stop beating yourself up and leave your insecurities behind*. Yellow Kite



UNIT 9

Be Kind to Others

**Classroom activities
for Early**

Unit 9		Be Kind to Others		Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Kindness makes a difference to ourselves and others	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a <i>I understand that people can feel alone and be misunderstood by others. I am learning how to give appropriate support.</i> HWB 0-08a <i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 0-14a	I can demonstrate how to be kind with my words, actions and behaviour. I can perform acts of kindness I understand that we all carry an invisible bucket that holds our good thoughts and feelings.	<u>Ripple of Kindness</u> Fill a large bowl with water and drop a small stone in it. Describe the tiny waves that ripple out, away from the stone. Explain that kindness is like this...each little thing we do goes out, like a ripple into the world. Add to the explanation that the rings don't always touch each other but rather they move further away from the centre. Kindness can be like this...it keeps rippling out to different people and can get bigger and bigger, touching more people. <u>Be a bucket filling classroom - Class Task</u> Reread the book from the Reflection Assembly, 'Have you filled you bucket today?' by Carol McLeod. Create a class 'bucket' or kindness tree to fill with daily acts of kindness. When pupils do something kind for another class mate, they can add their act on a star to the class bucket. <u>Bear Hugs Game</u> Place a number of mats/hoops around the room. Explain that while the music is playing they must move around the room. When it stops and you call Bear Hugs, they must find others to form a group, link arms and stand on a mat together. Each time you restart the music remove a mat and call Bear Hugs. As the size of groups increase two mats can be placed together to accommodate the children safely. Finally, only one area for the Bears to congregate should remain – all Bears Hug. Discuss afterwards about how they felt playing the game. Compare to Musical Chairs. In Bear Hugs everyone stays in the game and everyone wins. No one is left out. Ask the children to think and talk about times when they felt left out.	<u>T-Chart</u> As a class, identify and name what being kind looks like, sounds like and feels like. Discuss and identify ways we can be kind, using our words, actions and behaviour. <u>Kindness Day</u> Hold a classroom kindness day. How many acts of kindness can you perform as a class? What can you do to make a difference to your family, friends and your community? <u>Go on...SMILE!</u> One of the easiest ways to make a difference is to smile at people! Try it out next time you are walking down the street. You might even like to say hello too just to see how people react. I bet you'll get lots of smiles in return because your smile can brighten anyone's day! <u>Song</u> Fill a Bucket by Barbara Gruener (sung to the tune of Frere Jacques/Are You Sleeping?)

Unit 9	Be Kind to Others			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being unkind hurts others, and it hurts us too	<i>I am aware of how friendships are formed and the likes, dislikes, special qualities and needs can influence relationships.</i> HWB 0-44a <i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 0-16a <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b	I can recognise when I have been unkind I understand that being unkind with my words, actions and behaviour is 'bucket dipping' I know how to say sorry	<u>Talking Time</u> Class brainstorm/discussion to identify and name different ways the children have demonstrated being unkind. How could these suggestions be turned into a kind act? <u>Bucket dipping</u> Follow up from the introduction of 'bucket filling' in the classroom and explore the concept of 'bucket dipping' with pupils. <u>A better way to say sorry</u> Role model and practice A Better Way to Say Sorry with the class: 1. I'm sorry for... 2. That was wrong because... 3. In the future I will... 4. Will you forgive me?	<u>T-Chart</u> As a class, identify and name what being unkind looks like, sounds like and feels like. Discuss and identify ways we can be unkind, using our words, actions and behaviour. <u>Role Play</u> Drama activities to show ways to make amends for unkind acts.

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Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
It is important to be kind to yourself	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a	I know that being kind to myself is important for my wellbeing I can talk about ways to make myself feel better I do things to be kind to myself	<u>Thinking and Talking Book</u> Draw and colour a picture of yourself. Draw or write the things that make you feel happy/calm/safe around the picture <u>Calm Yoga</u> Use calm yoga with the class. Do these poses to make you feel strong, brave, kind etc. (see resources). <u>Be Your Own Best Friend</u> Draw yourself as your friend. What is great about you?	<u>Circle Time activities</u> Activities to do with positive affirmations Relaxation activities

Unit 9	Be Kind to Others			Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* When was the last time you were kind to someone else? * Do you treat yourself as you would a good friend? * Is there someone you need to make amends with?	Act of kindness, bucket filling, bucket dipping, friendship, caring, sharing, fairness,	* Learners demonstrate an awareness of what constitutes positive friendships and relationships in a range of settings	* Books: 'Have you filled you bucket today?' by Carol McLeod * Ten Keys: Kindness resource * Circle Time Activities from Jenny Mosley's books and CEC Creating Confident Kids * Websites: http://www.bucketfillers101.com/ Kindness Boomerang https://www.youtube.com/watch?v=nwAYpLVyeFU Saying sorry and feelings clips https://www.youtube.com/watch?v=P44jq-EgpdQ	INCLUDED Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can demonstrate what creates a positive friendship and relationship in a range of settings. * I can demonstrate resilience and confidence to adapt and cope with change. * I can seek help and/or advice when necessary in the contexts of changing friendships and relationships	Health & Wellbeing Emotion Talks Friendship topics Anti-Bullying topics Keeping Myself Safe, Internet Safety Cooperative Learning	Article 2 – All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.

Unit 9		Be Kind to Others		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Kindness makes a difference to ourselves and others	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 1-05a	I understand that being kind to others can make a difference to how I feel and the feelings of others.	<u>Kindness Boomerang</u> Being kind isn't always about being kind because someone was kind to you first. It is usually easy to be kind to someone if they are kind to you first – but what about when someone isn't kind to you – or if they are even mean to you? Can you be kind to someone and expect nothing in return. Start a linked arm chain until everyone in the class is part of the chain. Begin by saying something kind about one of the pupils. The pupil joins you in the front of the room. That pupil now calls out another pupil's name and says something kind. That pupil joins the chain. The chain keeps growing until all pupils in the room are part of the chain.	<u>Kindness Tree</u> Create a class kindness tree. Create paper hearts and on each heart, write a different kind deed. Decorate the hearts and tape the back of each heart onto a pipe cleaner. Place the “heart flowers” into any vase or on a tree branch. Every morning, invite a member of the class to pull a heart shape from the display. Encourage the class to do the kind deed for people sometime that day.
	<i>I understand that people can feel alone and be misunderstood by others. I am learning how to give appropriate support.</i> HWB 1-08a	I understand how being kind fills my bucket and the buckets of others.	<u>Be a bucket filling classroom - Class Task</u> Reread the book from the Reflection Assembly, ‘Have you filled your bucket today?’ by Carol McLeod. Create a class ‘bucket’ or kindness tree to fill with daily acts of kindness. When pupils do something kind for another class mate, they can add their act on a star to the class bucket.	<u>What is an act of kindness?</u> Each pupil writes down their own definition and an example of when they, or someone they know has shown an act of kindness. Share ideas with learning partners. Finish with a circle time activity - Something kind I did was
	<i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 1-14a	I can demonstrate how to be kind with my words, actions and behaviour.	<u>Recipe for a Friend</u> Encourage pupils to think about what makes a good friend. What would be the ingredients for a ‘Best Friend’? Some ideas could be: * A jar of kindness, * A spoonful of listening, * A can of honesty, * A tube of trust, * A carton of patience, * 1kg of forgiveness, and a bottle of fun	

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Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being unkind hurts others, and it hurts us too	<i>I am aware of how friendships are formed and the likes, dislikes, special qualities and needs can influence relationships.</i> HWB 1-44a <i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 1-16a <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 1-44b	I know that being unkind with my words, actions and behaviour dips into others buckets I can identify ways people can be unkind using words, actions and behaviour I know and can identify ways to say sorry when I have dipped someone's bucket	<u>Wrinkle your Heart</u> You will need a large heart shape cut out of paper. Read the story 'Chrysanthemum' by Kevin Henkes aloud to pupils. Each time someone in the story is unkind to the main character Chrysanthemum, have a different pupil come up and crinkle up a section of the large paper heart cut-out. At the end of the story allow the pupils to take turns trying to smooth out the wrinkled heart. Have a discussion to make the connection between words, actions and feelings. Use the paper heart to show how you can't completely get rid of the wrinkles. It's like a person's heart that may stay a bit "wrinkled" after you say or do something that is unkind. <u>T-Chart</u> Discuss different ways people can be unkind. Create a chart to show what it looks like, sounds like and feels like. What can you do to make amends when you have been unkind? <u>A better way to say sorry</u> Role model and practice A Better Way to Say Sorry with the class: 1. I'm sorry for... 2. That was wrong because... 3. In the future I will... 4. Will you forgive me?	<u>Circle Time Activities</u> Who are you? How are they feeling? <u>Role Play Activities</u> -see things from others' points of view - when things go wrong - saying no to friends -being able to say no and disagree without falling out with friends <u>Poster design</u> Design a 'How to Make Up with a Friend' poster <u>Anti-bullying activities</u>

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It is important to be kind to yourself	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a	I can be kind to myself in different ways	<u>Give Yourself Advice</u> Kindness can involve the giving of advice or suggestions. So it's a matter of taking things into your own hands, learning what you need and the applying it to yourself. If you think about it, is everyone not worthy of kindness? So then too are you! Pupils can be asked to write a text message to them self. They can give advice to them self about ways they could better treat them self	<u>Circle Time activities</u> Activities to do with positive affirmations	
	<i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b	I know ways in which I can be kind to myself	<u>Relaxation</u> Use relaxation activities with the class to encourage them		
	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a	I understand that sometimes I need to give myself 'a break'	<u>Be Your Own Best Friend</u> What is great about you? Would you be friends with you? Create a poster to advertise your best attributes as a friend		

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* When was the last time you were kind to someone else? * Do you treat yourself as you would a good friend? * Is there someone you need to make amends with?	Act of kindness, bucket filling, bucket dipping, friendship, caring, sharing, fairness,	* Learners demonstrate an awareness of what constitutes positive friendships and relationships in a range of settings	* Books: 'Have you filled you bucket today?' by Carol McLeod * Ten Keys: Kindness resource * Circle Time Activities from Jenny Mosley's books and CEC Creating Confident Kids * Websites: http://www.bucketfillers101.com/ Kindness Boomerang https://www.youtube.com/watch?v=nwAYpLVyeFU Saying sorry and feelings clips https://www.youtube.com/watch?v=P44jq-EgpdQ	INCLUDED Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn
		Learning Statements * I can demonstrate what creates a positive friendship and relationship in a range of settings. * I can demonstrate resilience and confidence to adapt and cope with change. * I can seek help and/or advice when necessary in the contexts of changing friendships and relationships	Cross Curricular Learning and Teaching Links Health & Wellbeing Emotion Talks Friendship topics Anti-Bullying topics Keeping Myself Safe, Internet Safety Cooperative Learning	United Nations Convention on the Rights of the Child Article 2 – All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.

Unit 9	Be Kind to Others			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Kindness makes a difference to ourselves and others	<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 2-05a <i>I understand that people can feel alone and be misunderstood by others. I am learning how to give appropriate support.</i> HWB 2-08a <i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 2-14a <i>I understand that a wide range of different kinds of friendships and relationships exist.</i> HWB 2-44a	I understand that being kind to others can make a difference to how I feel and the feelings of others. I understand that being kind has a positive effect on my health I understand being kind can make me feel more hopeful when things aren't going well	<u>Explore Compassion</u> What do children understand by the meaning of compassion? Watch and discuss the video: www.youtube.com/watch?v=A4a66aFalME How could they use this concept? Who may they pay more attention to/show compassion to and how? <u>Make a Giving Tree (kindness tree)- Class Task</u> First read The Giving Tree by Shel Silverstein, a wonderful parable about a tree and a boy who grow old together. Next stand a large leafless tree branch in a pot and place it in the middle of the room. Ask pupils to think of kind gestures they could do for someone who looked sad or lonely like the tree. Write each child's idea on a leaf shape and hang on the branch with a paper clip. Each day encourage the pupils to go to the Giving Tree, find an idea you could do for someone to make their day brighter, and then do it - It will make not only their day better, but also yours. <u>Secret Pals</u> This idea is a great way to help children learn that giving can be just as fun as receiving. Start by writing each child's name on a paper slip. Put them all in a basket, bag or other container. Each child then takes a turn pulling out a slip. The pulled name becomes the child's secret kindness pal. Explain that their task for the next while is to do a secret act of kindness toward their pal each day. Emphasise that the pal should not "see" you performing the deed -that's what makes it secret and what makes the game so intriguing.	<u>Bucket Filling Activities</u> If the class has not done bucket filling activities before you may want to see earlier levels <u>Appreciation Station</u> Set up an Appreciation Station in the classroom. Pupils can write notes to adult helpers in the school. <u>T-Chart</u> As a class, identify and name what being kind looks like, sounds like and feels like. Create a T-Chart. Discuss and identify ways we can be kind, using our words, actions and behaviour. <u>Scavenger Hunt</u> The idea is to keep kindness going by doing as many things on the list as possible. Earn one point for each completed item. See how many points you can gather! (see resource section)

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Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being unkind hurts others, and it hurts us too	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a <i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 2-16a <i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b	I can identify ways people can be unkind using words, actions and behaviour I understand and can describe how being unkind with words, actions and behaviour dips others buckets. I can describe how to make amends when I have been unkind	<u>Erase Meanness</u> An adaptable lesson that tangibly helps pupils to make the connection between their choices towards how they treat others (see resources below). <u>Making Amends</u> Create a list of ways to show you are sorry/ ways to make amends. Display in the classroom. Use role play to explore 'A Better way to say sorry'. <u>A better way to say sorry</u> Role model and practice A Better Way to Say Sorry with the class: 1. I'm sorry for... 2. That was wrong because... 3. In the future I will... 4. Will you forgive me?	<u>Circle Time</u> Hurtful actions I-Letters Spend the money Practise saying 'no' Anti-bullying activities

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It is important to be kind to yourself	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a <i>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.</i> HWB 2-45a <i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b <i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication</i> HWB 2-45b	I can identify ways people can be unkind using words, actions and behaviour I understand and can describe how being unkind with words, actions and behaviour dips others buckets. I can describe how to make amends when I have been unkind	<u>Erase Meanness</u> An adaptable lesson that tangibly helps pupils to make the connection between their choices towards how they treat others (see resources below). <u>Making Amends</u> Create a list of ways to show you are sorry/ ways to make amends. Display in the classroom. Use role play to explore 'A Better way to say sorry'. <u>Personal Target</u> Reflect on own progress/ achievement against the key questions for the unit. Identify a personal target to focus on.	

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		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can demonstrate what creates a positive friendship and relationship in a range of settings. * I can demonstrate resilience and confidence to adapt and cope with change. * I can seek help and/or advice when necessary in the contexts of changing friendships and relationships	Health & Wellbeing Emotion Talks Friendship topics Anti-Bullying topics Keeping Myself Safe, Internet Safety Cooperative Learning	Article 2 – All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.

UNIT 9 Be Kind to Others



Family Sharing Activity

The children have been introduced to a concept called 'Bucket Filling' based around a book called 'Have you filled a bucket today?' by Carol McCloud. It is an easy-to-understand concept. Everyone carries an invisible bucket that fills up whenever we do kind, considerate, helpful things for others. We call these acts 'bucket fillers'. When we say things that are mean, inconsiderate, uncaring, or disrespectful to others, this has a negative impact and gradually empties their and our buckets. These acts are bucket dippers.

We have learned that:

- ☐ Kindness makes a difference to ourselves and others
- ☐ Being unkind hurts others, and it hurts us too
- ☐ It is important to be kind to ourselves

Early Level (P1)

- ☐ Think about possible ways that you could fill your parents, friends or teachers' buckets. Draw a picture of one of these ideas on the first bucket on the reverse of this sheet.

First Level (P2-P4)

- ☐ Think about possible ways that you could fill your parents, friends or teachers buckets. Write your ideas on the first bucket on the reverse of this sheet.

Second Level (P5-P7)

- ☐ Think about ways that you might make amends for dipping someone's bucket. Share your ideas on the bucket on the second bucket on the reverse of this sheet.

Please return your family sharing activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.