

Planning Assignment

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EPHE 311

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Mini Unit Name: Bucket Filling.

Topic: Cultivating positive relationships; social and community health.

Grade: 3.

Introduction.

Based on the book *Have You Filled a Bucket Today?* By Carol McCloud, this mini-unit explores the idea of how our actions and words affect the people around us, as well as ourselves. We begin by exploring this concept through reading the book and determining what happy, healthy relationships are. From there, we will brainstorm how to build upon and maintain personal, school, and community relationships in a positive way, and actively practice these suggestions as a class during the activity portion of the lessons. Each class finishes with open reflections in our “bucket” journals, allowing time for learners to recognize how they’re feeling as well as the impacts of their actions.

This unit will be introduced at the beginning of the year, and the journals and theme of bucket-filling will be carried forward throughout the whole year, acting as a stepping stone for practicing nonviolent communication and cultivating a positive, healthy, and fun class environment.

Physical Education Curricular Connections - Grade 3.

Big Idea(s).

- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Core Competencies.

- Communication.
 - Communicating: connecting and engaging with others, focusing on intent and purpose
 - Collaborating: working collectively, supporting group interactions.
- Personal & social.
 - Social awareness & responsibility: building relationships, contributing to community and caring for the environment.

Curricular Competencies.

- Social & community health.
 - Describe and apply strategies for developing and maintaining positive relationships.
 - How participation in outdoor activities supports connections with the community and environment.

Content.

- Nature and consequences of bullying.

Cross-Curricular Connection(s) - English Language Arts - Grade 3.

Big Idea(s).

- Stories and other texts help us learn about ourselves, our families, and our communities.

Core Competencies.

- Thinking.
 - Critical and reflective thinking: Students reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes.
- Personal & social.
 - Social awareness & responsibility: Building relationships, contributing to community and caring for the environment.

Curricular Competencies.

- Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
- Use personal experience and knowledge to connect to text and make meaning.
- Exchange ideas and perspectives to build shared understanding.

Content.

- Oral language strategies.
- Metacognitive strategies.
- Writing strategies.

Unit Goals.

For students to be able to identify traits of healthy and unhealthy relationships, and have the tools to be able to maintain and care for the positive relationships in their lives.

Assessment/Evaluation.

The student-created “bucket” journals, in addition to their willingness to participate in the lessons, will be the primary form of assessment for this mini-unit; a teacher can evaluate the depth and detail in their reflection entries, as well as the strength of the connections that they make.

Systemic/Developmental Task Analysis: see appendix 4.

UDL Checkpoints: see appendices 1 and 2.

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Lesson #1 of 3 - Introduction to “bucket filling”and examining healthy relationships.

<p>Topic: Cultivating positive relationships; social and community health.</p> <p>Grade(s): 3.</p> <p>Class size: 20-23.</p> <p>Class length: 40-45 minutes.</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Balls (30 small). ● Bucket. ● <i>Have You Filled a Bucket Today?</i> by Carol McCloud. ● “Bucket” journal. ● Pencils. 	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> ● Cognitive - Classifying good and bad deeds, and understanding the importance of doing good deeds for others. ● Psychomotor - Throwing balls at a distance, and coordinating arm, leg, and jumping movements to perform jumping jacks. ● Affective - Working together as a class to determine a good deed from a bad one. 	
<p>Parts of the Lesson.</p> <p>Set up before class on blacktop outside:</p> <ul style="list-style-type: none"> ● Bucket. ● 30 small balls scattered on the ground around the bucket. <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up - Outdoor reading of <i>Have You Filled a Bucket Today?</i> By Carol McCloud and discussion. 2) Body - <i>Bucket-Filling Ball Toss</i> game. 3) Closing - Creation of “bucket” journals, writing in journals. 	<p>Time Allotted.</p>	<p>Teaching Points.</p> <p>General Safety Concerns.</p> <ul style="list-style-type: none"> ● Ensure students know they will be going outdoors ahead of time, so that they/parents can bring appropriate outdoor clothing for the weather. ● Encourage students to bring water bottles outside and to drink water, especially if it is warm out.
<p>Lesson Description.</p> <p>Warm-up - Outdoor reading of <i>Have You Filled a Bucket Today?</i> By Carol McCloud and discussion.</p> <ul style="list-style-type: none"> ● Lead your students outside to a place where they can sit comfortably. ● Read <i>Have You Filled a Bucket Today?</i> by Carol McCloud to your students. ● While reading the book, stop at certain pages to initiate class discussions about the characters and events taking place in the book. ● After reading the book, solidify the concept of bucket-filling 	<p>10-15 min.</p>	<p>Teaching Points.</p> <ul style="list-style-type: none"> ● Stop at page 9: <i>Think about a time when you felt happy. That is an example of a time when your bucket was full</i> (activate prior knowledge). ● Stop at pages 12 & 13: <i>Have a closer look at the children that are being kind. Do you think their buckets are full or empty? Are they filling other people’s buckets? If so, how?</i> ● Stop at pages 14 & 15: <i>Have a closer look at the children that are being unkind. Do you think</i>

Body - Bucket-Filling Ball Toss game (light to moderate physical activity).

- After solidifying the concept of bucket-filling, explain the class activity, *Bucket-Filling Ball Toss*, to your students:
 - Give each student a ball, and have them form a circle around the big bucket in the center of the blacktop (set-up previously). Explain a brief scenario to the students, which they will have to determine as either bucket-filling (positive act) or bucket-dipping (negative act).
 - If it is a bucket-filling scenario, the students will attempt to toss their ball from where they are standing, into the bucket (about a 3 m distance).
 - If it is a bucket-dipping scenario, everybody will have to do 10 jumping jacks.

10-15 min.

their buckets are full or empty? Why?

- *The message in the book is that when we do good deeds and are kind to others, we are filling their imaginary bucket. When we are unkind to others, we dip into their bucket and empty our own, causing unhappiness for all. The moral of the story is to treat others with kindness, which will instill happiness in ourselves and others.*
- *Today we will be playing a game to further our knowledge of what kinds of acts count as bucket-filling, and what kinds of things count as bucket-dipping.*
- Some bucket-filling scenarios are:
 - Helping clean-up.
 - Helping a friend with their homework.
 - Holding the door for someone.
 - Giving someone a compliment.
 - Sharing with a friend.
 - Saying good morning to your teacher or classmates.
 - Asking someone to play with you.
- Some bucket-dipping scenarios are:
 - Not telling the truth.
 - Making fun of someone,
 - Being a bully.
 - Hurting someone's feelings.
 - Using unkind words.
 - Cutting in line.

		<ul style="list-style-type: none"> ○ Making someone cry. ○ Being disrespectful. <p>Safety Concerns:</p> <ul style="list-style-type: none"> ● Ensure the students are well spaced out for the jumping jacks; students could accidentally hit a peer in the face if there isn't enough space between each student. ● Instruct students that the balls are only to be thrown into the bucket, not at their friends.
<p>Closing - Creation of "bucket" journals, writing in journals.</p> <ul style="list-style-type: none"> ● Clean up all of the balls and bring the bucket and book inside while leading your students back to the classroom. ● Once everything is cleaned up and your students are seated, hand each student a journal. This is their new "bucket" journal. Inform your students that these "bucket" journals will be used to reflect on their experiences with bucket-filling. ● Wrap up the lesson by inviting your class to write their first journal entry by providing them with some prompts. ● If time permits, provide your students with resources to help them further understand bucket-filling and achieve their daily bucket-filling goals. <ul style="list-style-type: none"> ○ See appendices 5-6. 	<p>15-20 min.</p>	<ul style="list-style-type: none"> ● Ask for students to help carry the materials used back into the school. ● Journal prompts: <ul style="list-style-type: none"> ○ Talk about a time when you filled someone's bucket. ○ What was your favourite part about today's lesson? ○ Did someone fill your bucket today? ○ What kinds of things can you do at home to fill your family's buckets? ○ Talk about how you felt when someone dipped into your bucket. ● Modification: <ul style="list-style-type: none"> ○ Students have the flexibility to write different amounts and answer different questions based on their experiences in the activity.

Lesson #2 of 3 - "Filling buckets" at our school.

<p>Topic: Cultivating positive relationships; social and community health.</p> <p>Grade(s): 3.</p> <p>Class size: 20-23 students.</p> <p>Class length: 45 min - 1 hour.</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Phone and speaker. ● 4-5 large jump ropes. ● <i>Have You Filled a Bucket Today?</i> By Carol McCloud. ● Sidewalk chalk. ● "Bucket" journals ● Pencils. 	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> ● Cognitive – Learning how our actions can affect others, active listening to teacher instruction. ● Psychomotor – Performance of different movement tasks and challenges (squats, running, jumping jacks, etc.), walking and bending forward. ● Affective - Working collaboratively as a class to serve the school. 	
<p>Parts of the Lesson.</p> <p>Set up before class:</p> <ul style="list-style-type: none"> ● 4-5 large jump ropes. ● Sidewalk chalk. <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up - <i>Good Deeds in a Bucket</i> game. 2) Body - Brainstorm. 3) Body - <i>Serving our School</i> activity. 4) Closing - Discussion and journal reflection. 	<p>Time Allotted.</p>	<p>Teaching Points.</p> <p>General Safety Concerns:</p> <ul style="list-style-type: none"> ● Ensure students know they will be going outdoors ahead of time, so that they/parents can bring appropriate outdoor clothing for the weather. ● Encourage students to bring water bottles outside and to drink water, especially if it is warm out.

Lesson Description.

Warm-up – *Good Deeds in a Bucket* (light to moderate physical activity).

10-15 min.

- Weather permitting, take your class outdoors (field, front of school, etc.) and have them sit in a circle on the ground.
- Discuss their bucket filling prior knowledge.
- Describe to them the break-down/rules of the warm-up game (note: a few trial rounds may be needed to ensure that everyone is on the same page):
- **Students, the “good deeds,” will perform a specific movement task to music, dispersing themselves among the outdoor space with 4-5 jump ropes arranged in circles on the ground representing the buckets (set-up previously).**
 - Arrange 4-5 jump ropes in circle formations spread out on the ground of your outdoor space.
 - Add or take away jump ropes depending on class size; 1 per every 5 students is recommended.
 - Clarify the boundaries of your space.
 - Play age-appropriate music and suggest movement tasks such as running, skipping, walking arm circles, etc.
 - **See appendix 3.**

- *Last class we read the book *Have You Filled a Bucket Today?* By Carol McCloud and learned that we all have imaginary feeling buckets, and that we can all be bucket fillers.*
- **Check for student understanding:**
 - *Does anyone remember what the things that fill our buckets are called?*
 - Guide students to come-up with an answer similar to “good deeds.”
- *Thanks for sharing everyone. In the game we are about to play, you all will become ‘good deeds’ that fill buckets, like in the story.*
- *As ‘good deeds’ you will perform a movement task to music specified by me, dispersing yourselves among our space that has jump ropes arranged in circles on the ground – these are the buckets that you will fill.*
- *Stay within the boundaries of the space, moving all around, and not in the same distinct area.*
- *When the music stops, freeze and listen for the instruction “(a number) good deeds in a bucket,” and rush to organize yourselves into groups of that number in the jump-rope bucket circles.*
- *Anyone left out will have to perform a challenge before they can re-join the game.*
- *Pushing and shoving are not tolerated.*
- *The previous 2 steps will repeat until I instruct you otherwise.*

- When the music stops, children will freeze and listen for the instruction “(a number) good deeds in a bucket,” and rush to organize themselves into groups of that number in the jump-rope bucket circles.
- Anyone left out will have to perform a challenge before they can re-join the game.
 - Example challenges are 5 squats, 5 jumping jacks, 3 burpees, etc.
 - **See appendix 4.**
- The previous 2 steps will repeat until you instruct otherwise, and move onto the next part of the lesson.
 - When repeating the previous 2 steps, choose a new movement task to be done as the music plays (to encourage further engagement), and change the number of good deeds in a bucket, as well as the challenge.

Body - Brainstorm.

- Have your class sit in a circle on the ground of your outdoor space.
- *Re-Read Have You Filled a Bucket Today? By Carol McCloud pages 18-27.*
- Initiate a collaborative discussion about examples of good deeds for bucket filling.

5-7 min.

- *The groups of good deeds in a bucket must be fairly different each time (i.e. don't pair yourself consistently with the same people).*
- **Check for student understanding:**
 - *Are there any questions or concerns before we get started?*

Modification:

- To make the activity more difficult, specify a criteria for the good deeds to group together in a bucket; "3 good deeds in a bucket with the same colour shirt" for example.

Safety Concern:

- Children could collide with one another if not careful.

- *Thanks for participating in our warm-up game everyone. Now that are memories are jogged, and we have recalled that nice things/good deeds fill buckets, let's think about examples of good deeds that we can do to be bucket fillers.*
- *While I re-read a section of the story, pay extra special attention to what the author suggests we can do to be bucket fillers.*
- **Check for student understanding:**

<p>Body - <i>Serving our School</i> Activity.</p> <ul style="list-style-type: none"> ● Have your class sit in a circle on the ground of your outdoor space – move to one with concrete if not already at one. ● Explain to your students the premise of the activity; to fill the buckets of the people at your school by writing positive messages on the ground. ● Brainstorm ideas of positive messages/drawings. ● Set-out chalk and have students begin writing/drawing. <ul style="list-style-type: none"> ○ Clarify the boundaries of your space. 	<p>15-20 min.</p>	<ul style="list-style-type: none"> ○ <i>Who has a suggestion for how we can fill other people’s buckets? These can be from the story or your own examples.</i> ○ <i>Guide students to suggest examples such as: writing thank-you notes, spending time with others, etc.</i> <ul style="list-style-type: none"> ● <i>For this activity we are going to complete a good deed, like we discussed together, to fill the buckets of those at our school; we are going to be writing positive on the ground in chalk for people to see as they walk by.</i> ● <i>Take a moment to think about something that you might like to write.</i> <ul style="list-style-type: none"> ○ See appendix 1. ● Check for student understanding: <ul style="list-style-type: none"> ○ <i>Can anyone give an example of a positive message.</i> ○ <i>Guide students to suggest examples such as “You’re doing a great job,” “We appreciate you,” etc.</i> ● <i>When you have an idea for your message or drawing, come grab some chalk and get to work.</i> ● <i>If you need help coming up with an idea, I can help you come-up with one.</i> ● <i>Stay within the boundaries of the space.</i> <p>Modification:</p> <ul style="list-style-type: none"> ● For students still developing their literacy skills, consider prompting them to draw a picture instead.
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<p>Closing - Discussion and journal reflection.</p> <ul style="list-style-type: none"> ● Have your class sit in a circle on the ground of your outdoor space. ● Discuss the impact of your contributions. ● Have students find a more quiet, isolated spot to write responses to prompts in their “bucket” journals – hand both these and pencils out. <ul style="list-style-type: none"> ○ Writing prompts: “What did you do to fill a bucket today? How do you feel after doing it? What impact do you think it had on our school?” ○ Clarify the boundaries of your space. ● Clean-up and head back into the school. 	<p>10-15 min.</p>	<ul style="list-style-type: none"> ● <i>By writing positive messages on the ground outside of our school, we have done a good deed that will fill the buckets of the people that walk by.</i> ● Check for student understanding: <ul style="list-style-type: none"> ○ <i>If you were someone walking by, what are some of the thoughts/feelings that you might have if you saw one of the messages that someone in our class wrote?</i> ○ Guide students to suggest examples such as “happy,” “loved,” etc. ● <i>Now, I am going to hand each of you a pencil and your ‘bucket’ journal. I would like for you to reflect on what we did today by answering the questions: “What did you do to fill a bucket today? How do you feel after doing it? What impact do you think it had on our school?”</i> ● <i>You may choose one or all of the prompts to write about.</i> <ul style="list-style-type: none"> ○ See appendix 2. ● <i>Find a more quiet spot, still within our boundaries, to complete this activity.</i> ● Ask for students to help carry the materials used back into the school. <p>Modification:</p> <ul style="list-style-type: none"> ● Students have the flexibility to write different amounts and answer different questions based on their experiences in the activity.
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Lesson #3 of 3 - “Filling buckets” in our community.

<p>Topic: Cultivating positive relationships; social and community health.</p> <p>Grade(s): 3.</p> <p>Class size: 20-23.</p> <p>Class length: 40-45 minutes.</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Large paper. ● Markers. ● <i>Have You Filled a Bucket Today?</i> By Carol McCloud. ● Garbage bags/bins. ● Garbage pickers. ● Gloves. ● “Bucket” journals. ● Pencils. 	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> ● Cognitive - Learning how our actions affect others, negative impacts of litter. ● Psychomotor - Walking, possibly crouching and bending. ● Affective - Working together as a class, acting to better our community, how to make positive impacts. 	
<p>Parts of the Lesson.</p> <p>Set up before class:</p> <ul style="list-style-type: none"> ● Establish that there will be an additional adult joining for the clean-up. ● Have access to proper supplies. <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up - Brainstorm. 2) Body - Community clean-up. 3) Closing - Discussion and journal. 	<p>Time Allotted.</p>	<p>Teaching Points.</p> <p>General Safety Concerns:</p> <ul style="list-style-type: none"> ● Ensure we have the proper tools to do a SAFE garbage clean up. Students should not be touching garbage with their hands, just the pickers. ● Emphasize checking for understanding when teaching safety. ● Have water breaks, especially on a warmer day. ● Ensure students know we will be going outdoors ahead of time, so that they/parents can bring appropriate outdoor clothing for the weather. ● Having additional adults for the community clean-up would be ideal. <p>General Modifications:</p> <ul style="list-style-type: none"> ● Keep activities and lessons within accessible areas for students with mobility issues. ● Warm-up and closing can be done indoors (weather dependent). ● Modify what is used as garbage pickers for students that may not

- Have students team up into groups of 3-4 - this is who they'll do the clean-up with.
- Distribute one bag/bin to each group. Each student will get a set of gloves. Garbage pickers will be distributed according to how many there are.
- Students can work their way around the schoolyard (or pre-planned area) picking up litter.

- *This helps us feel good because we're helping out and making a difference.*
- *This helps others feel good because it helps keep their community clean and lets them know you care.*
 - **See appendix 1.**
- Safety points to emphasize:
 - The only thing touching garbage is the pickers
 - If you see something that looks dangerous (needles, glass, etc) do not touch. Call an adult over.
 - We're staying in the schoolyard/on the sidewalk (location dependent on school). Do not leave established boundary areas, go on the road, or go onto our neighbour's properties.
- Ask students to share what the three big safety points are.
- Take turns performing different roles within the groups

Modification:

- Have an alternative method for any student(s) who may not be able to use a typical garbage picker.

Closing - Discussion and journal.

- Assemble all the bins/bags together.
- Remove gloves and dispose of in bins.
- Discuss the impact of our contributions.
- Students can find a spot near our original outdoor classroom area to write in their “bucket” journals.
- Encourage students to be honest with how they feel about the activity.
- Clean-up and head back into the school.

10 min.

- Look at the impact that can be made in a small amount of time.
- *Do you think we succeeded in filling buckets today?*
- Journal prompts:
 - What did you do to fill a bucket today? How do you feel after doing it? What impact do you think it had on your community?

Modifications:

- Students may choose one or all of the prompts to write about. It’s just to get them reflecting on the results of their actions and to pay attention to how they are feeling about it.
- Students have the flexibility to write different amounts and answer different questions based on their experiences in the activity.
 - **See appendix 2.**
- Students can help carry supplies back inside.
- Teacher will be in charge of disposing of garbage.
- Once in the school, wash hands!

Appendix 1.

UDL checkpoint 7.2 - Optimize relevance, value, and authenticity.

In an educational setting, one of the most important ways that teachers recruit interest is to highlight the utility and relevance of learning and to demonstrate that relevance through authentic, meaningful activities.

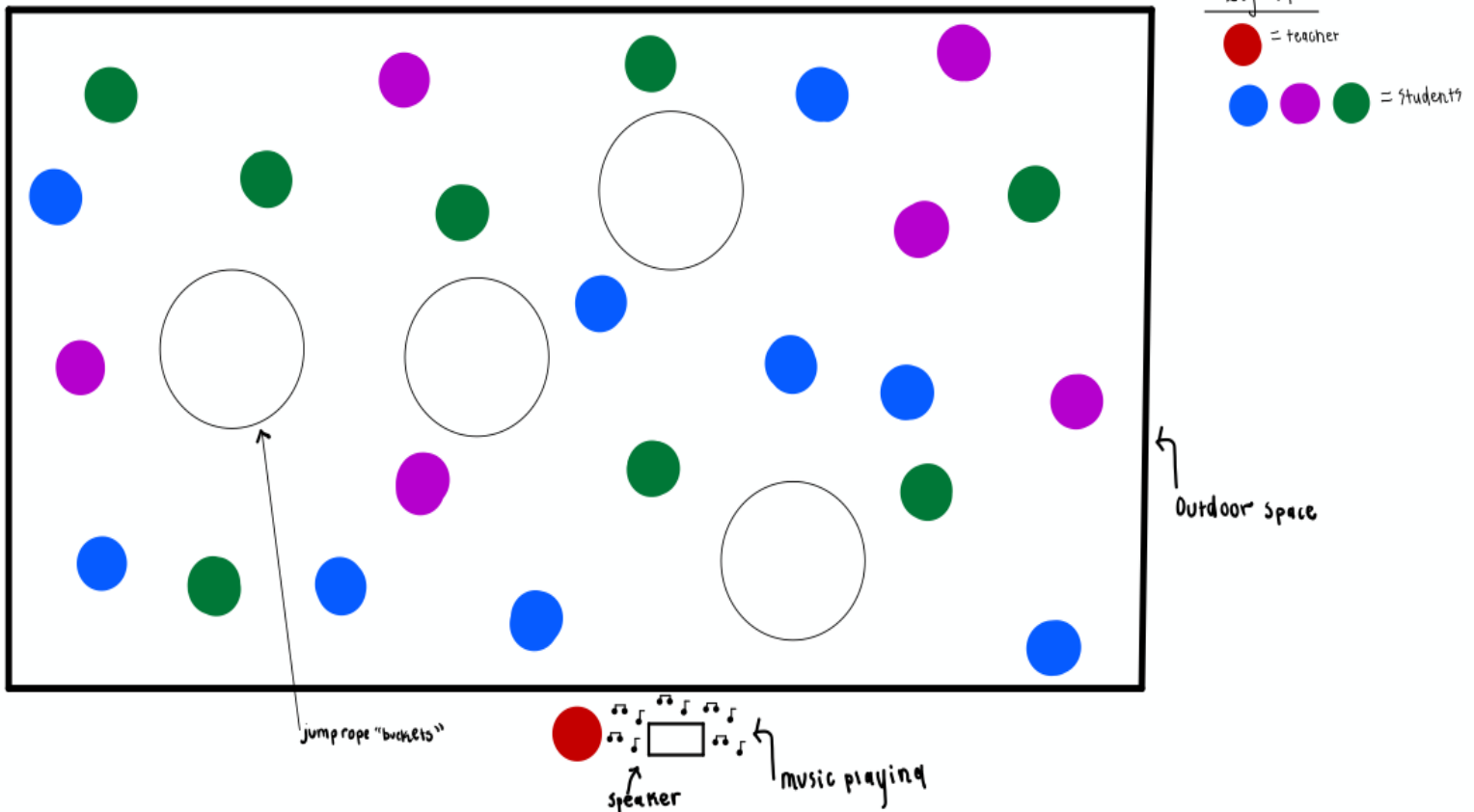
Appendix 2.

UDL checkpoint 7.1 - Optimize individual choice and autonomy.

Provide learners with as much discretion and autonomy as possible by providing choices in how objectives are reached.

Appendix 3.

"Good Deeds in a Bucket" lay-out



Appendix 4.

Squat task analysis:

- 1) Start with feet parallel and flat on the ground, spaced hip width apart. Toes can be spread slightly.
- 2) Hold arms close to the body.
- 3) Tighten core muscles, and lengthen the neck to help support your back.
- 4) Keep the spine straight.
- 5) Align knees over the feet.
- 6) To begin the movement, send your hips back and down, balancing your weight in the middle of your feet. Bend your knees and ankles until your thighs are parallel to the ground, never going past the feet.
 - a) Primary safety concern/crucial stage; must be mindful of knee position (should not cave in).
 - b) Most difficult (demanding) step to master/perform correctly.
- 7) Slowly pause and return to a standing, upright position.
- 8) Repeat the desired number of times.



Appendix 5.

Resource for students - bucket-filling colouring page: p. 19

Appendix 6.

Resource for students - bucket-filling crossword puzzle: p. 20



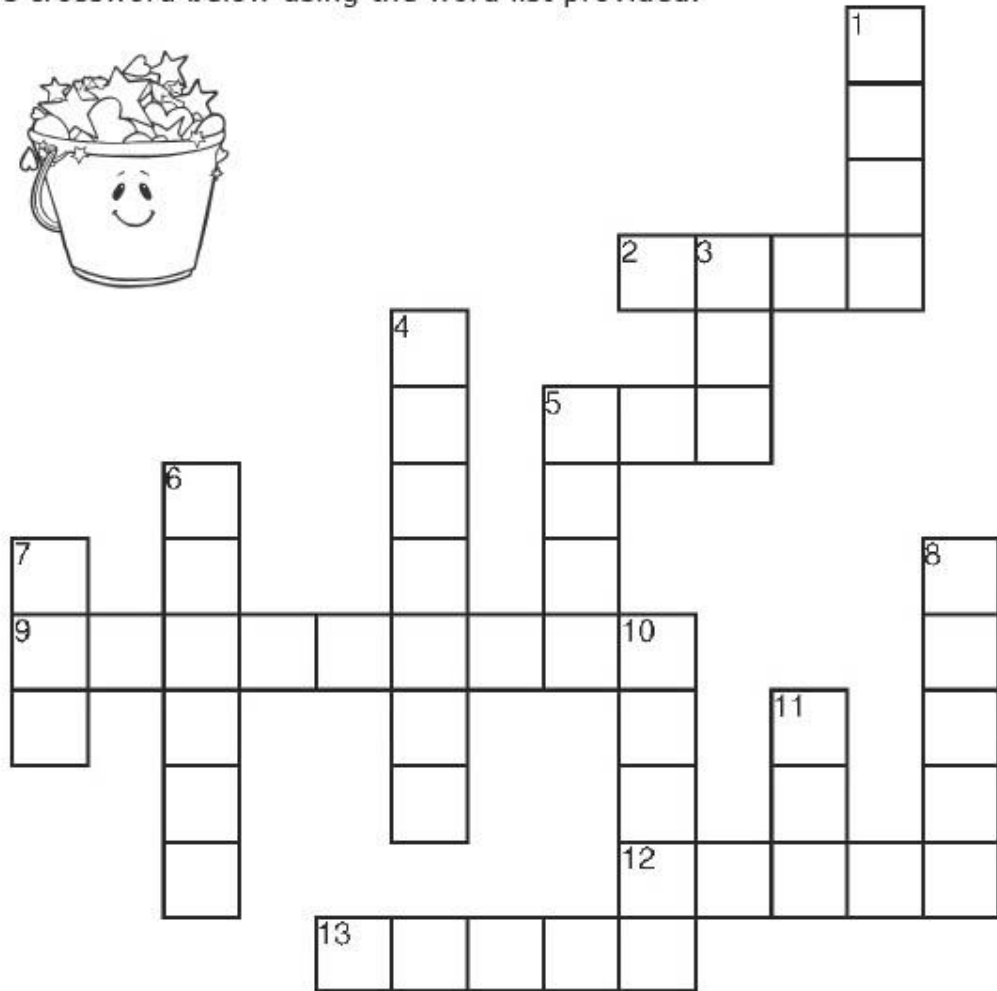
I AM A
BUCKET FILLER

BUCKET FILLING CROSSWORD

Have You Filled a Bucket Today?

Complete the crossword below using the word list provided.

- morning
- happy
- lid
- fill
- note
- today
- invisible
- giving
- fun
- own
- empty
- every
- love
- dip



Across

2. Writing a thank-you _____ would fill someone's bucket.
5. Filling buckets is _____!
9. Everyone has an _____ bucket.
12. Every day you should ask yourself, "Did I fill a bucket _____?"
13. _____ day you should fill a bucket!

Down

1. Saying "I _____ you" can fill someone's bucket.
3. When you fill someone's bucket, you fill your _____ bucket, too.
4. Saying "Good _____" would fill someone's bucket.
5. Inviting someone to play with you at school would _____ their bucket.
6. _____ hugs fills buckets.
7. When you are mean to someone, you _____ into their bucket.
8. When you fill someone's bucket, you feel _____.
10. When your bucket is _____, you feel sad.
11. Remember to use your _____ on your bucket when someone tries to dip.

BUCKET FILLING CROSSWORD

Have You Filled a Bucket Today?

ANSWERS



A crossword puzzle grid with the following words filled in:

- 1. LOVE
- 2. NOTE
- 3. NOTE
- 4. MORN
- 5. FUN
- 6. GING
- 7. DIP
- 8. HAPP
- 9. INVISIBLE
- 10. MIP
- 11. LIP
- 12. TODAY
- 13. EVERY

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