

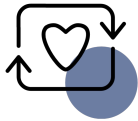
## Be a Friend Who Supports and Trusts Others

Kindergarten-1st Grade



### Words to Live By

I am a friend. I support and trust.  
Working together is a must. Kind and caring I will be. I listen to you. You listen to me.



### Relationship Skills

Be a friend who supports and trusts others

Children who support and trust others can:

**PRACTICE** sharing encouraging comments with others

**DEMONSTRATE** encouragement of others and recognition of their contributions

**RECOGNIZE** when it's appropriate to give a compliment

**DEMONSTRATE** expressing appreciation to someone who has helped them

### Objective

Students will understand the importance of positive feedback

### Target Behavior

Responding to another person's feelings

### Supplies

- Book: Have You Filled a Bucket Today? by Carol McCloud, illustrated by David Messing

### Skill Builder

#### Positive Feedback

Two things to do when giving Positive Feedback

>>> Praise the person for what they did

>>> Tell them how it made you feel

## Lesson

- 1 Show students the book, Have You Filled a Bucket Today? by Carol McLeod, and tell them we are learning about being a good friend.
- 2 Ask students to share something they like about one of their friends.
- 3 Explain one way we can build friendships is by sharing what we like about our friends. Tell students this is called positive feedback.
- 4 Review the Positive Feedback Skill Builder.
  - >>> **Praise the person for**  
what they did
  - >>> **Tell them how it**  
made you feel
- 5 Instruct students to interact with the read-aloud by pretending to pour water from an imaginary cup into an imaginary bucket every time they hear the word bucket. Read the story.
- 6 Ask follow-up questions after the story:
  - What were some ways to fill others' buckets?
  - How does it make you feel when you fill someone else's bucket?
  - What are some emotions people might be feeling when their buckets are low or empty?
  - What are some additional things you can do to fill people's buckets besides the things mentioned at the end of the story? Be specific.
- 7 Remind students it is very important for us to be bucket fillers and say kind and caring things to others. When we do this, we can fill their buckets and ours too!

### Additional Resource:

YouTube link for read-aloud: <https://www.youtube.com/watch?v=3EuemNAo6XE>

## Activity—Compliment Circle

1. Have your group sit in a circle.
2. Remind students of the Positive Feedback Skill Builder.
  - Praise the person for what they did
  - Tell them how it made you feel
3. Explain today's activity is exactly like Duck-Duck-Goose but students will give and receive positive feedback.
4. Each student will take a turn to skip around the circle while the rest of the group thinks of positive feedback to give to that student.
5. The student skipping around chooses one person, by tapping them on their head, and then does one final loop around and sits in the open space. Simultaneously, the student who was chosen stands up and skips around the circle once, back to their spot, and stands behind them.
6. The student who was chosen can then share their positive feedback for the student who chose them, and they are standing behind.
7. Encourage them to do it in the correct format and ask follow-up questions if needed to help them.
8. Allow for the game to continue with the next student, who is standing, to have a turn and make sure everyone has a chance to go and receive feedback.

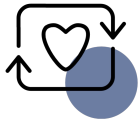
## Be a Friend Who Supports and Trusts Others

2nd-3rd Grade



### Words to Live By

I am a friend. I support and trust.  
Working together is a must. Kind and caring I will be. I listen to you. You listen to me.



### Relationship Skills

Be a friend who supports and trusts others

Children who support and trust others can:

PRACTICE sharing encouraging comments with others

DEMONSTRATE encouragement of others and recognition of their contributions

RECOGNIZE when it's appropriate to give a compliment

DEMONSTRATE expressing appreciation to someone who has helped them

### Objective

Students will understand the importance of positive feedback

### Target Behavior

Responding to another person's feelings

### Supplies

- [Positive feedback slip](#) for each student
- Pencils

### Skill Builder

#### Positive Feedback

Two things to do when giving Positive Feedback

>>> Praise the person for what they did

>>> Tell them how it made you feel

## Lesson

- 1 Ask students to raise their hands if they can remember a time someone said something that hurt their feelings.
- 2 Ask students to raise their hands if they can remember a time they said something hurtful to someone else.
- 3 Explain words are very powerful and can make others feel good or bad about themselves.
- 4 Discuss how sometimes you might be trying to express something by yelling, but the way you say things can hurt people's feelings.

Example: walking in line and saying, "MOVE!" versus saying, "Excuse me." or "Can you please move?"

- 5 Explain it is important to use encouraging and helpful words when you are talking to others instead of yelling at them.
- 6 Tell students one way we can help and encourage others is by giving positive feedback.
- 7 Review the Positive Feedback Skill Builder.

>>> **Praise the person for**  
what they did

>>> **Tell them how it**  
made you feel

- 8 Ask students to think back to a time someone gave them positive feedback and how it made them feel.
- 9 Ask students to share a time they could have given positive feedback to someone else.

Examples: when someone helped you with your homework, when someone shared a toy with you, when someone congratulated you, when someone shared their food with you

- 10 Remind students to always be aware of how they talk to others and encourage them to always praise the people who do nice, kind things.

## Activity—Positive Praise

1. Pass out one [positive feedback slip](#) to each student and have them write their name on it in the blank after “Thank you.”
2. Instruct them to ball it up and throw it into the middle of the circle.
3. Explain each student is going to grab one of the slips from the middle. Have each student write positive feedback for that person.
4. After they have finished writing positive feedback tell them to ball it up and throw it back into the middle.
5. Once all the papers are back in the middle, have each student choose another paper.
6. One at a time they will read aloud the positive feedback facing the person it was written for.
7. If time permits, you can print more slips and have students write positive feedback to another friend, family member, or teacher.

# Activity Handout—Positive Feedback Slips

**Thank you**  
\_\_\_\_\_

**I remember when you**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**It made me feel** \_\_\_\_\_

**Thank you**  
\_\_\_\_\_

**I remember when you**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **It made me**  
**feel** \_\_\_\_\_

**Thank you**  
\_\_\_\_\_

**I remember when you**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**It made me feel** \_\_\_\_\_

**Thank you**  
\_\_\_\_\_

**I remember when you**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**It made me feel** \_\_\_\_\_

## Be a Friend Who Supports and Trusts Others

4th-5th Grade



### Words to Live By

I am a friend. I support and trust.  
Working together is a must. Kind and caring I will be. I listen to you. You listen to me.



### Relationship Skills

Be a friend who supports and trusts others

Children who support and trust others can:

**PRACTICE** sharing encouraging comments with others

**DEMONSTRATE** encouragement of others and recognition of their contributions

**RECOGNIZE** when it's appropriate to give a compliment

**DEMONSTRATE** expressing appreciation to someone who has helped them

### Objective

Students will understand the importance of positive feedback

### Target Behavior

Responding to another person's feelings

### Supplies

- [Positive feedback template](#) for each student
- Pencils

### Skill Builder

#### Positive Feedback

Two things to do when giving Positive Feedback

>>> Praise the person for what they did

>>> Tell them how it made you feel



## Lesson

- 1 Let the students know that the things we say to other people are very important. People remember things that other people say to them. Each of us has the power to make others feel good or bad with the words we use.
- 2 Ask students to share a time someone gave them praise for something they did. Follow-up by asking how that praise made them feel.
- 3 Ask students to raise their hand if someone has ever said something to them that was not kind and caring.
- 4 Follow-up by saying those types of words have the power to make people feel bad.
- 5 Explain we always want to be supportive and kind to others. One simple way we can do this is by giving others positive feedback. Review the Positive Feedback Skill Builder.
  - >>> **Praise the person for**  
what they did
  - >>> **Tell them how it**  
made you feel
- 6 Ask students to think back on the day/week and try to think of anything positive someone did for them. Have them practice sharing the positive feedback they could have given to that person in that situation.

## Activity—Pass the Positives

1. Pass out one [positive feedback template](#) to each student.
2. Tell them to write their name, on the top of the page, after “Thank you.”
3. Group students together in groups of four.
4. Explain each person will be getting positive feedback from every other person in their group.
5. Let them know they will be passing the sheets around the circle. Everyone will have one minute to read the name at the top and think of positive feedback they want to give to that person. At the end of the minute they will pass them one person to the left. This will continue until each student gets their original sheet back.
6. Begin and allow one minute for them to write their positive feedback and announce when it is time to pass.
7. At the end, allow students a few minutes to read through all the positive feedback that the group has given them.

## Activity Handout—Positive Praise Template

Thank you, \_\_\_\_\_

I remember when you

\_\_\_\_\_

It made me feel

\_\_\_\_\_

From: \_\_\_\_\_

I remember when you

\_\_\_\_\_

It made me feel

\_\_\_\_\_

From: \_\_\_\_\_

I remember when you

\_\_\_\_\_

It made me feel

\_\_\_\_\_

From: \_\_\_\_\_