

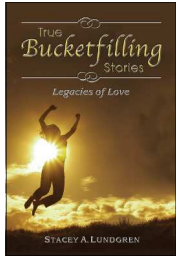
# Bucketfillers for Life, Inc.

Proudly Serving the Entire United States with 5 Regional Training Centers



## BFL News and Views

June 2011



**True Bucketfilling Stories: Legacies of Love**, by Stacey A. Lundgren. This wonderful collection of 10 short stories with discussion questions is available at Heartspeak, Inc.



[www.heartspeakproducts.com](http://www.heartspeakproducts.com)

Other bucket filling products available at Heartspeak:

- Posters
- Pencils
- Bracelets
- Sunglasses
- Piggy Banks
- Backpacks
- T-shirts
- More!

Be sure to also get your copy of Heartspeak's exclusive eBook, "Almost at the Front", a collection of World War II letters by Merrill Lundgren, The Bucket Man.

### Elementary School Bucketfilling Maintenance Program – Why?

A Message from Merrill Lundgren "The Bucket Man"

This is a story about two K-5 Elementary Schools (Schools A & B) that secured the services of Bucketfillers For Life during the 2007-2008 school year. Both schools set a goal to have a program that would:

- Reduce bullying by the creation of Bucketfilling Students.
- Create a positive and enthusiastic attitude within the teachers, counselors and other school staff.
- Increase parental involvement.

Schools A & B had the same approximate school make-up. K-5 buildings with about 600 students.

**School A committed to the BFL program for one school year only.** They received the following:

- 60-minute Assembly for all K-3 students, introducing the concept of bucketfilling, and motivating the students to begin their lives as bucketfillers.
- 90-minute Classroom Workshops were held in each classroom for grades 4 and 5. These workshops additionally introduce the concept of "Intensive Bucketfilling" through our "Why I Love and Respect You" exercise. This exercise is designed to extend into the homes of these students, and motivate their families to also adopt the bucketfilling philosophy. It also increases communication between the families and the schools by asking a chosen family member to answer 2 questions about their experience with this exercise. The resulting answers then come back to the

teacher and principal.

- 60-minute Staff Orientation to let the teachers and other staff know of their important role in creating their Bucketfilling School.

**School B had the first-year program described above and additionally committed to the BFL Maintenance Program for the following 4 school years.** The Maintenance Program included the following:

- 30-minute Mini-Assembly for new Kindergarten students.
- 90-minute Classroom Workshops for new 4<sup>th</sup> grade students. These students participated in the assembly the previous year, but are now mature enough to comprehend the material presented in the workshop.

**Question: Which school, A or B, would have the best chance to achieve their original goal?**

We believe actual change and new habits can only be achieved through repetition and frequent encouragement. This is the purpose of the Bucketfillers For Life Maintenance Program. If you are a principal, social worker, or teacher at one of our Bucketfilling Schools, we hope you will consider this annual program. If you are a parent, we hope you will encourage your child's principal to give this follow-up some serious consideration.

Merrill Lundgren "The Bucket Man"

# Let's Listen to Our Children

By Stacey A. Lundgren

School will be out for the summer very soon. Of course, that includes us at Bucketfillers For Life. Although we will be presenting business and camp programs throughout June, July and August, we will certainly miss being in classrooms.

Our last trip for the summer will be to several schools on Long Island, New York. I look forward to returning to this area of the country since our first time there in April. Friday, May 20, marked my fifth day in Wassertown, New York; what a terrific week! The 2010/2011 school year has presented exciting experiences in many states. As I reflect on the opportunities we've had to teach our unique programs, one common denominator stands out: Children are always open and enthusiastic about sharing their feelings!

As the mother of three daughters and two sons, all grown, I often wonder if I did enough to teach my children the importance of sharing their feelings. I'm a good mom—far from perfect—but good. There are many responsibilities that we have as parents; I could make a list, but that is unnecessary because you already know them. But in doing this work for some years now and seeing how quickly children open up about their joys and pains, I think

back to the years my children were young. Did I listen well? Did I look them in the eyes when they were talking to me? When they came home excited about something they learned or experienced, did I stop what I was doing (as important as it was, I'm sure) and listen, *really listen*? Did they trust me enough to



tell me everything they were feeling? I like to think so. But I'm sure I missed the mark plenty of times. Our children love us, need us, depend upon us, and forgive us constantly. I believe that many children hold back their feelings to avoid hurting, disappointing or upsetting their parents. In fact, I **know** they do. And I know that my children have done it, too.

Children bury their feelings sometimes—and they learn it from us because we are their exemplars. Discussing our true feelings and expressing them safely and appro-

priately is vital. If we hide our feelings, we teach our children to hide theirs. If we express our feelings in a violent or otherwise out-of-control manner, we teach our children to do the same. If we take our anger out on others, our children see us doing that. This, I believe, is the root of bullying. Bullies may not see bullying at home, but they see it on television, on the Internet, in video games and in movies. Control of others is emphasized much more than control of ourselves.

I plan to spend more time this summer talking about feelings—positive and negative—with my 18-year-old daughter, the last child who still lives with me. I will be honest about my own feelings, and

I will show concern about hers. I will apologize if I express my feelings in a way that is out-of-line with what I know is the right thing to do. My adult children? Of course, I will do the same with them. I can think of one conversation right now that I will have with my oldest son. My time in classrooms across America has taught me that the number one legacy I wish to leave my children is to care about the feelings of others and to be real about their own.

Have a wonderful summer!

# BFL Program Feedback and Words From Our Student Bucketfillers

*I love and respect you, Mom, because you always wake me up in a kind way.*

**4<sup>th</sup> grade student**

*I love and respect you, Dad, because teach me all the rules of football when we watch TV.*

**5<sup>th</sup> grade student**

*I love and respect you, Grandpa, because you tell me stories about Mom when she was little.*

**5<sup>th</sup> grade student**

*I love and respect you, Meghan, because love me even when I'm annoying.*

**4<sup>th</sup> grade student to older sister**

*I love and respect you, Uncle Jim, because you told me to forgive my dad.*

**4<sup>th</sup> grade student**

*I love and respect you, Charlie, because you are a great husband even though your dad wasn't.*

**6<sup>th</sup> grade teacher**

*I love and respect you, Mrs. Bowler, because you take time to listen to all of us.*

**4<sup>th</sup> grade student to teacher**

*This bucketfilling thing came at a perfect time for me. When my daughter read all her loving thoughts about me, I totally forgot about all my problems and realized that at least she thinks I'm doing a good job as a parent. That means so much!*

**5<sup>th</sup> grade mother**

*As (my son's) dad, I know I don't always do the right thing. Sometimes I'm grouchy, and then I feel bad about it. But when he read all the reasons he loves me, I felt better. I am going to write a list for him this weekend!*

**4<sup>th</sup> grade father**

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