



BARR[®]

BUILDING ASSETS
REDUCING RISKS

A School
Improvement
Model for
Grades K-12



Angela
Jerabek, MS



GRADES 3-5
CLASSROOM CURRICULUM



“I’m deeply inspired by the work the BARR Center does around relationships, because I know you’re saving lives every day.”

—John B. King Jr., EdD
Former U.S. Secretary of Education
U.S. Department of Education

“*BARR* has enabled me to deepen my relationships with my students and families. It has also provided a structure that encourages me to collect and use data with purpose.”

—Kelly Hoskins
Fifth-grade teacher, Lake Elmo Elementary School
Stillwater, Minnesota

“The *BARR* model matches well with all of the core programming that we believe is best for kids.”

—Dave Webb, EdD
Superintendent, South Saint Paul Public Schools
South Saint Paul, Minnesota

“I really like spending time with kids in my class. I get to know them really well, and I get to see them every day.”

—*BARR* student

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friend-group changes, attendance, health, all of a sudden a student is getting too skinny. . . . It’s like a puzzle, and everybody holds a piece of the puzzle, so when we are all together, we can see the whole kid.”

—Janice Eldridge
Former high school social studies teacher
and current Director of Schools, BARR Center
New Market, Maryland

“*BARR* is equity at its best. The *BARR* structure helps us to see every student with a strength-based mindset and support them with academic and nonacademic interventions regardless of their race, religion, gender identity, disability, or socioeconomic status.”

—Matt Kraft
Assistant Principal, Stillwater Area High School
Stillwater, Minnesota

“From a parent perspective, we get to see that the teachers are really connecting with the students. . . . They take an interest in students above and beyond academics. . . . The relationship building is huge. To me, that’s what makes it—when my kids come home and they are so excited because a teacher gave them a nickname. From then on, math is awesome, and they are motivated and they’re going to work hard and they’re going to figure things out.”

—Carrie Jennissen
Mother of two students
St. Louis Park, Minnesota

“Lake Elmo is thrilled to be part of the *BARR* team, and our staff is looking forward to implementing *BARR* this year. We recognize the variety of ways *BARR* will enhance our focus on equity holding us accountable to ensure we meet the needs of all our students!”

—Stephen Gorde
Principal, Lake Elmo Elementary School
Stillwater, Minnesota

“*BARR* has changed the culture of our school. Our school board and school community has clearly identified the *BARR* program as one of our district’s essential pieces to student growth and achievement.”

—Josh Tripp
Principal, Bucksport High School
Bucksport, Maine

BUILDING ASSETS

Reducing Risks

A SCHOOL IMPROVEMENT MODEL FOR GRADES K–12

CLASSROOM CURRICULUM
Grades 3 through 5

VOLUME 1



Angela Jerabek, MS



BARR is listed in SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP) and recognized by the CASEL (Collaborative for Academic, Social, and Emotional Learning), the U.S. Department of Education's "Investing in Innovation" (i3) initiative, and the What Works Clearinghouse (WWC).

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Session 8: Conversation Dice


TIME NEEDED

- 30 minutes


ASSET CATEGORIES

- Social Competencies
- Support

MATERIALS NEEDED

- Dice, one die per pair of participants
- Conversation Dice Questions handout
- Timer
- *Optional:* Bell


PREPARATION NEEDED

- Gather the materials needed.
- Photocopy/print out the language-appropriate Conversation Dice Questions handout, one per pair of participants.

Purpose

- To provide an opportunity for participants and the facilitator to develop relationships
- To build conversation skills

Instructions

1. Explain the exercise and its purpose to the participants by saying:
Have you ever entered a room and not known anyone? Sometimes it can feel overwhelming and hard to know whom to approach and how to start a conversation. We are going to do an activity today that involves practicing how to start a conversation with another person you do not already know well. Hopefully, we will also find out new things about each other.
2. Help the participants find a classmate whom they do not know well by numbering off, picking name sticks, or using some other random partner-choosing method. If you have an odd number of participants, have one group of three. Be sure you participate in this activity as well.
3. When the participants have all found partners, provide each pair with the Conversation Dice Questions handout and one die. Tell them that they will take turns rolling the die and answering questions.
4. Tell participants that the person in each pair whose birthday is next will start. That person will roll the die and look at the list of questions listed below “Roll 1.” They will answer the question that has the same number as the number on the die. Each of the nine rolls has a separate set of questions that both participants will answer, depending on the number they roll.

5. Give each person about thirty seconds to answer their question. Then ring a bell or find another way to let participants know when to switch.
6. The partners will alternate rolling the die and sharing an answer nine times each.
7. When the participants have finished all nine rolls per person, ask them to talk with their partner and identify one interesting fact about them that they learned during their conversations.
8. Allow time for participants to share their partner's one interesting fact with the class, if both partners feel comfortable doing so.
9. Ask the participants if they found out new information about their partner. Ask the group if it was easier to have a list of questions to work from when starting a conversation.

NOTES

Optional Follow-Up

This activity could be used several times throughout the school year. The facilitator needs only to be sure participants are paired with new partners each time.

Data-Gathering Ideas

- Who had a hard time coming up with answers to share with their partner?
- Who was not comfortable engaging in conversation with their partner?
- Were there any questions that were easier for participants to answer than others?

Adaptations for Distance Learning

Materials and Preparation Needed

Everyone will need:

- Internet access, an individual device, and a shared virtual classroom platform
- Virtual dice roller or a die from home
- A digital copy of the Conversation Dice Questions handout

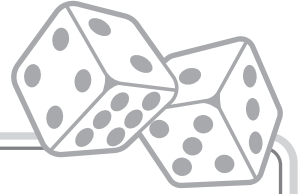
Virtual Modifications

- Place participants in breakout rooms to play the game.
- Use the honor system for them to switch or find a way to notify breakout rooms of the need to switch speakers.
- Broadcast notifications to the group when time is halfway over.

You may need to shorten the number of questions they discuss in breakout rooms (due to time limitations).

NOTES

Preguntas para conversación usando dados



Lanzamiento 1

1. ¿Qué hiciste el fin de semana pasado?
2. ¿Cuáles son tus planes para el próximo fin de semana?
3. ¿Cuáles son algunos de tus pasatiempos?
4. ¿Qué es lo primero que haces cuando te despiertas?
5. ¿Qué es lo último que haces antes de irte a dormir?
6. ¿Qué fue lo último que comiste?

Lanzamiento 2

1. ¿Cuál es tu fiesta favorita? ¿Por qué?
2. ¿Cuál es tu día favorito de la semana? ¿Por qué?
3. Si pudieras conocer a alguien en la historia, ¿quién sería y por qué?
4. ¿Qué te gusta hacer para relajarte?
5. ¿Eres una persona pesimista o una persona positiva?
6. ¿Cuál es tu recuerdo favorito del verano?

Lanzamiento 3

1. ¿Cuál es tu comida favorita?
2. ¿Qué es lo que extrañas del salón de clases del año pasado?
3. ¿Cuál es tu asignatura favorita en la escuela y por qué?
4. ¿Cuál es la asignatura que menos te gusta en la escuela y por qué?
5. ¿Qué es lo primero que haces después de la escuela?
6. ¿Cuál es el trabajo de tus sueños?

Lanzamiento 4

1. Si tuvieras \$10 millones, ¿qué harías con ese dinero?
2. ¿Crees en los extraterrestres? ¿Por qué sí o por qué no?
3. Si pudieras hacer una llamada telefónica, ¿a quién llamarías y por qué?
4. ¿Preferirías quedarte varado en una isla o perdido en un bosque?
5. ¿Quién es tu deportista, actor o cantante favorito y por qué?
6. Si pudieras vivir en cualquier parte del mundo, ¿dónde vivirías? ¿Por qué?

Lanzamiento 5

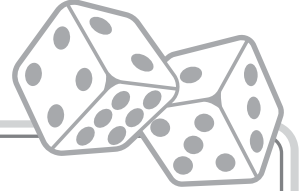
1. ¿Cuál es tu bebida favorita y por qué?
2. ¿Cuál es tu postre favorito y por qué?
3. ¿Cuál es tu comida favorita del día (desayuno, almuerzo o cena) y por qué?
4. ¿Hay algún alimento que no te guste o que no quieras comer? ¿Por qué?
5. ¿Cuál es tu restaurante favorito y por qué?
6. ¿Cuál es tu sabor de helado favorito y por qué?

Lanzamiento 6

1. ¿Cuál es tu animal favorito? ¿Por qué?
2. ¿Cuál es tu película favorita de todos los tiempos? ¿Por qué?
3. Si pudieras ser cualquier personaje de dibujos animados, ¿quién serías y por qué?
4. ¿Cuál es tu programa de televisión favorito? ¿Por qué?
5. ¿Cuál es la última película que viste? ¿Te gustó? ¿Por qué sí o por qué no?
6. ¿Qué tipo de música te gusta escuchar? ¿Por qué?

Preguntas para conversación usando dados

(continuación)



Lanzamiento 7

1. ¿A quién admiras? ¿Por qué?
2. ¿Dónde quieres vivir cuando seas mayor?
3. ¿Qué te asusta?
4. ¿Cuál es el mejor libro que has leído?
5. ¿Te gustan los payasos? ¿Por qué sí o por qué no?
6. ¿Cuál es la habitación favorita de tu casa? ¿Por qué?

Lanzamiento 8

1. ¿Cuál es tu color favorito? ¿Por qué?
2. ¿Prefieres bucear o hacer paracaidismo? ¿Por qué?
3. Si pudieras tener un superpoder, ¿cuál sería? ¿Por qué?
4. Si estuvieras varado en una isla desierta y tener sólo una cosa, ¿cuál sería?
5. ¿Tienes algún artículo que creas que es para la suerte? ¿Cuál es la referencia previa?
6. ¿Prefieres gatos o perros o ninguno? ¿Por qué?

Lanzamiento 9

1. ¿Cuál es tu estación favorita? ¿Por qué?
2. ¿Alguna vez has tenido miedo de intentar algo pero lo hiciste de todos modos? ¿Qué fue y cómo te fue?
3. ¿Qué es lo mejor que te pasó la semana pasada?
4. ¿Qué es lo peor que te pasó la semana pasada?
5. Si pudieras ser un pájaro o un pez, ¿cuál elegirías? ¿Por qué?
6. Si pudieras elegir tocar un instrumento musical, ¿cuál sería? ¿Por qué?