



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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Editor's notes

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Readers should be aware that websites listed in this work may have changed or disappeared between when this work was written and when it is read.

The Nel Noddings quote from *Caring: A Relational Approach to Ethics and Moral Education* is reprinted on page 11 with permission from the author.

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Session 19: Lollipop Moments


TIME NEEDED

- 30 minutes

ASSET CATEGORIES

- Positive Identity
- Support
- Social Competencies
- Positive Values

MATERIALS NEEDED

- *Everyday Leadership* TED Talk by Drew Dudley found at www.ted.com/talks or *The Big Red Lollipop* video found on YouTube
- Computer, LCD projector, and screen
- Lollipops, minimum of one per participant
- Lollipop Thank-You Card handout 
- Pens or pencils, one per participant
- Markers or crayons to decorate cards, enough to share
- Blank envelopes, one per participant
- *Optional:* Postage stamps, if needed

Preparation Needed appears on the next page.

► **Facilitator note:** The Big Red Lollipop video may be more developmentally appropriate for participants in your class than the Ted Talk video. You could also choose to read a book from the Literacy Extensions list aloud to the group instead.

Video Summary

Everyday Leadership

Drew Dudley

— 6 MINUTES —

Drew Dudley opens his talk by asking how many people comfortably call themselves “leaders”—very few people raise their hands. Dudley believes we have mistakenly made leadership about “changing the world.” In the process, we have devalued the moments when we or others act as leaders while doing everyday things.

To illustrate, he tells a story from his last day at college. A young woman approached him to thank him for being “an incredibly important person in her life.” They had encountered each other on her first day at college four years earlier but had not spoken since.

She was standing in the registration line with her parents, and she was scared about starting college. Drew was giving away lollipops to promote a charity event. He handed one to a guy standing next to her, telling him, “You need to give a lollipop to the beautiful woman next to you.” Then he turned to her parents and said, “Look at that! First day away from home, and already she’s taking candy from a stranger?” Everyone around them laughed, and in that moment she decided not to quit but to go ahead with college. She also told Drew that she went on to date the guy who gave her the lollipop. (They eventually married.)

Drew Dudley did not remember meeting her that first day. Most of us, he says, have had a “lollipop moment” where someone affects us profoundly and the person does not even

know it. By redefining leadership to mean “lollipop moments”—positively impacting one person’s experience at a time—he believes we have the power to change the world. The website provides the six-minute video and a full transcript of the talk.

Purpose

- To help participants recognize that simple interactions can affect others
- To demonstrate that compliments and appreciation help grow a relationship

Instructions

1. Show participants the *Everyday Leadership* TED Talk by Drew Dudley. Alternatively, show the *Big Red Lollipop* video or read a book from the suggested book list.
2. As a group, discuss the TED Talk or book using the following questions:
 - **What part of the video (or book) created an “aha” moment for you?**
 - **Has someone affected your life through a positive interaction? What was that interaction, and how did it make a difference for you?**
 - **Does that person know how that interaction made you feel?**

► **Facilitator note:** If you choose to show *The Big Red Lollipop* video instead of the Ted Talk video, ask the participants to share acts of kindness they heard in the story and what the big red lollipop meant or symbolized.
3. Say:

Think of a person who has given you a “lollipop moment” or, in other words, a person who has greatly affected you and likely does not know it.

PREPARATION NEEDED

- Gather the materials needed.
- Preview the two video options, and decide which is more developmentally appropriate for your class.
- Set up the computer, LCD projector, and screen.
- Photocopy/print out the language-appropriate Lollipop Thank-You Card handout and fold it in half, one per participant.

4. Give each participant a copy of the Lollipop Thank-You Card handout, a pen or pencil, crayons or markers, a lollipop, and an envelope. Have participants fold the paper in half and use it to write a thank-you card to a person who has made an impact on their lives, who has given them a “lollipop moment.” Stress the point that this person will likely not realize the impact they have had on the participant. Encourage participants to think of someone at school, if they can, but let them write the thank-you card to someone outside of school, if they strongly prefer to. Have participants decorate their cards using the crayons and markers.
5. Explain that, along with the lollipops, you will hand-deliver the letters to the people within your school community and mail the letters to people outside your school community. Have participants help locate addresses, if needed.

Optional Follow-Up

- Bring lollipops periodically during the year to remind participants of lollipop moments.
- Have extra copies of the handout and envelopes available for participants who wish to make more than one Lollipop Thank-You Card.
- Have a “mailbox” in your classroom for participants to place their Lollipop Thank-You Cards for you to deliver for them to others in the school.

Literacy Extension

- Select a book or book chapter from the recommended reading list at right or a similarly themed book of your choosing.
- Preread the selected book or chapter.

RECOMMENDED READING LIST

ENGLISH-LANGUAGE TITLES

The Wednesday Surprise
(Eve Bunting)

Attaboy, Sam!
(Lois Lowry)

The Thank You Letter
(Jane Cabrera)

All the World
(Liz Garton Scanlon)

An Awesome Book of Thanks
(Dallas Clayton)

The Secret of Saying Thanks
(Douglas Wood)

SPANISH-LANGUAGE TITLES

El violín de Ada
(Susan Hood)

Gracias a Winn-Dixie
(Kate DiCamillo)

Siempre contestaré tus cartas
(Caitlin Alifirenka y
Martin Ganda)

Todo el mundo
(Liz Garton Scanlon)

La casa de algún día
(Julia Durango)

Cometas y deseos
(Paul Mosier)

Data-Gathering Ideas

- Who struggled to write a letter? Was the struggle due to the concept or because of the writing skills needed (or both)?
- Who in the class seemed excited about the opportunity to show thanks to someone in their life and put extra effort into the activity? What is the relationship between that participant and their lollipop person?
- Who struggled to have a person to write to?

Adaptations for Distance Learning

Materials and Preparation Needed

Everyone will need:

- Internet access, an individual device, and a shared virtual classroom platform
- A digital copy of the Lollipop Thank-You Card handout

Virtual Modifications

- Have the participants view either video on your classroom's virtual platform. Then have participants create their own Lollipop Thank-You Cards at home.
- Allow participants to share their completed thank-you cards with the whole group if they wish. Ask participants to send you their completed Lollipop Thank-You Cards. Distribute these either electronically through email or create a class collage of all the thank-you cards to share on a school platform with families.

NOTES

