



# BARR<sup>®</sup>

BUILDING ASSETS  
REDUCING RISKS

A School  
Improvement  
Model for  
Grades K-12



Angela  
Jerabek, MS



**GRADES 3-5**  
CLASSROOM CURRICULUM



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“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

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“*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

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“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

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“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

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“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

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“*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

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“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

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“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

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“*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

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# 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.

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## Session 5: Rainbow in the Clouds

### TIME NEEDED

- 30 minutes

### ASSET CATEGORIES

- Support
- Social Competencies

### MATERIALS NEEDED

- *Be a Rainbow in Someone Else’s Cloud* video found on YouTube or among Oprah’s Masterclass segments at [www.oprah.com](http://www.oprah.com)
- Computer, LCD projector, and screen
- Whiteboard and whiteboard markers
- Paper or poster board, one per four to five participants
- Black pens or markers, one per participant
- Paper in the seven rainbow colors: red, orange, yellow, green, blue, purple, and violet
- Tacks or tape, one or one piece per participant

*Preparation Needed appears on the next page.*

### Video Summary

#### ***Be a Rainbow in Someone Else’s Cloud***

*by Dr. Maya Angelou*

— 2 MINUTES —

Inspired by a nineteenth-century African American song, Dr. Maya Angelou sings some of its lyrics: “When it looked like the sun wasn’t gonna shine anymore, God put a rainbow in the clouds.” She explains that she has had a lot of clouds, or difficult times, in her life, but that she also has had a lot of rainbows in the form of people who have helped her. Every time she does something—writes, directs, speaks—she brings along that kindness and encouragement from everyone who has ever helped her, everyone who has ever been a rainbow in her life. The best way for us to prepare for experiencing rainbows, Angelou says, is to be a rainbow for someone else: Be a rainbow to someone, whether that person looks like us, has the same skin color, eats the same foods, and shares the same beliefs, sexual orientation, or language—or not. She encourages viewers to “Be a blessing to somebody.”

### Purpose

- To recognize the individuals who provide support and kindness to participants when they are going through challenges
- To recognize and discuss ways to be a support to others

### Instructions

1. Encourage participants to close their eyes or look at a neutral space and to think about someone who has shown them kindness.



Ask:

**Who has shown you kindness or been there for you when you were going through a tough time? What did that person do to make you feel noticed, cared for, and supported?**

2. After a couple of minutes, invite participants to share the qualities of the people they thought about. As participants respond, write these qualities on the whiteboard. You may need to remind participants that a quality is something that describes the behaviors of another person (such as kind, good listener, funny).
3. When participants have provided numerous qualities, invite them to watch the video *Be a Rainbow in Someone Else's Cloud*.

Explain:

**In the video, the poet Dr. Maya Angelou describes the individuals who have shown her kindness and been a “rainbow” in her life.**

4. After watching the video, ask participants to review the qualities that are on the board one more time. Ask whether they would like to add any more qualities to the list.
5. Explain:

**This classroom is a community, and we all need cheering up sometimes. Remembering who has been a rainbow to you or how you can be a rainbow for others is important.**

Emphasize how all of us can be rainbows for others.

6. Pass out the colors of the rainbow paper, one piece per participant, and black pens or markers. Instruct participants to write on the paper how they can be a rainbow for someone who needs cheering up or is down. As an example, someone might take green paper and write “I will go to my grandma’s house and help her plant her garden this year, because she is lonely and loves when I visit.”

#### PREPARATION NEEDED

- Gather the materials needed.
- Find and preview the *Be a Rainbow in Someone Else's Cloud* video (see the Video Summary in this session).
- Set up the computer, LCD projector, and screen.
- Cut the rainbow colors of paper into the size of notecards or strips, one per participant. For example, if you have 21 participants in your class, cut up 21 slips of paper (e.g., three red, three orange, three yellow, three green, three blue, three purple, and three violet).
- Make a rainbow paper of your own as an example in step 7.

7. *Optional:* Choose an example from your life to share with the group.
8. When all participants have written on their papers, give each participant a piece of tape or a tack. Ask them to use all their colors of paper to make a rainbow on the wall. Show them your sample rainbow. Point out that the red papers form the rainbow's top arch, followed by orange underneath, then yellow, green, blue, purple, and finally violet as the bottom arch. Alternatively, collect their papers and make a rainbow mural for participants to look at the next day. With either option, this display will help the group build a connected community, learn about their peers, and get ideas about being a rainbow for others.

**NOTES**

## Optional Follow-Up

Ask participants to think about someone they know who is feeling sad or lonely. Hand out slips of paper in a range of rainbow colors and have participants write an informal reflection about how they could be a rainbow in that person's cloud.

## Data-Gathering Ideas

- Who had a difficult time coming up with ways they could be a rainbow to others?
- Who seemed reluctant to engage in this activity?
- What were some ideas students generated as ways for them to be rainbows to others?

## Adaptations for Distance Learning

### ***Materials and Preparation Needed***

Everyone will need:

- Internet access, an individual device, and a shared virtual classroom platform

- Paper
- Art supplies of their choice

**Virtual Modifications**

- Create a shared document (or use a virtual platform such as Google Classroom or Blackboard) to have participants answer the prompts in the lesson.
- Direct participants to watch the video.
- After watching the video, ask each participant to create an image of a rainbow with clouds using whatever supplies they have.
- Within the rainbow, ask participants to write a way they can be a rainbow in someone else's clouds.
- Instruct participants to take a photo of their completed rainbow and upload it to your shared virtual classroom platform or have them share it on a social media platform using #rainbowintheclouds.

The entire BARR community can then increase its virtual connectedness by supporting one another.

**NOTES**