



# BARR<sup>®</sup>

BUILDING ASSETS  
REDUCING RISKS

A School  
Improvement  
Model for  
Grades K-12



Angela  
Jerabek, MS



**GRADES K-2**  
CLASSROOM CURRICULUM

VOLUME  
**1**

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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  
**Kindergarten through Grade 2**

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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*Cover design: Theresa Jaeger Gedig*  
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*Developmental editors: Sue Thomas and Heidi Hogg*  
*Editorial project manager: Jean Cook*  
*Copyeditor: Victoria Tirrel*



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## Session 8: Conversation Dice


### TIME NEEDED

- 30 minutes


### ASSET CATEGORIES

- Social Competencies
- Support

### MATERIALS NEEDED

- One die
- Conversation Dice Questions  8-1


### PREPARATION NEEDED

- Gather the materials needed.
- Photocopy/print out the language-appropriate Conversation Dice Questions  8-1, one for the facilitator.

### 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:  
**Today we are going to get a chance to talk to a partner and share some fun information about ourselves.**
2. Say:  
**Sometimes when we go to new places, we do not always recognize and know other people in that space.**
3. Share with the participants some examples of when you, the facilitator, did not know or recognize other people (for example, when entering a room for a birthday party or starting a new team or class).
4. Say:  
**When I was in these situations, it was helpful to have some ideas of things I could talk about when I met someone for the first time.**
5. Say:  
**Today you will get the chance to practice talking with another person you may not know well.**
6. Read through a few examples of the different types of questions on the Conversation Dice Questions  8-1.
7. Say:  
**You will get a chance to talk about your answers to some of these questions, but we will save some questions to talk about at another time.**



8. Help the participants find a classmate whom they don't know well by numbering off, picking name sticks, or some other random partner-choosing method that is used in your class. If you have an odd number of participants, have one group of three. Be sure you, the facilitator, participate in this activity as well.
9. When the participants are all partnered up, say:  
**I am going to roll a die, and the number on the die will choose which question we will answer.**
10. Roll the die to choose which list on the handout you choose a question from. Roll the die again to choose which question in that list they will respond to.
11. Read aloud to the participants the question selected.
12. Tell the participants in each pair that whoever is taller will share first.
13. Have the participants share with each other their answer to the question.
14. Be sure to allow for equal time for both participants to share.
15. Continue to roll the die to decide which question you will read next. If the die indicates a question the participants have already answered, roll the die again until it indicates a new question.
16. Allow time for the pairs to ask and answer six to nine questions.
17. Ask the participants if they found out new information about their partners.
18. Allow time for participants to share one interesting fact they learned about their partner with the class, if both students feel comfortable doing so.

## 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

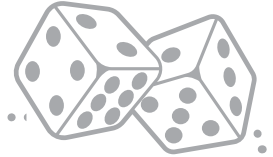
### ***Virtual Modifications***

Use the questions as conversation starters in a large-group activity.

NOTES



## Preguntas para conversación usando dados



### Lista 1

1. ¿Cuál es tu color preferido?
2. ¿Dónde es tu lugar preferido para ir?
3. ¿Qué te gustaría hacer cuando no estás en la escuela?
4. ¿Preferirías saltar en una piscina con fideos o en una piscina con budín? ¿Por qué?
5. ¿Preferirías patinar en el hielo o patinar sobre ruedas? ¿Por qué?
6. ¿Cuál fue la última cosa que comiste?

### Lista 2

1. ¿Cuál sería tu superpoder? ¿Por qué?
2. ¿Cuál es tu día preferido de la semana? ¿Por qué?
3. Si pudieras conocer a alguien en el mundo, ¿quién sería y por qué?
4. ¿Qué te gustaría hacer para divertirte?
5. ¿Prefieres días con sol o con lluvia?
6. ¿Preferirías ser un pez o un pájaro?

### Lista 3

1. ¿Cuál es tu comida preferida?
2. ¿Cuál es tu libro favorito?
3. ¿Qué cosa favorita te gusta hacer en la escuela y por qué?
4. ¿Cuál es el nombre de un buen amigo, y cómo conociste a este amigo?  
¿Cuál es el nombre de una buena amiga, y cómo conociste a esta amiga?
5. ¿Qué es lo primero que haces después de la escuela?
6. ¿Qué quieres ser cuando seas grande?

### Lista 4

1. ¿Cuál es tu helado preferido?
2. ¿Quieres viajar al espacio?
3. Si pudieras inventar algo, ¿qué sería?
4. ¿Preferirías vivir en una montaña o en la playa?
5. ¿Quién es tu personaje favorito en la televisión? ¿Por qué?
6. ¿Preferirías ir a la piscina o al parque? ¿Por qué?

### Lista 5

1. ¿Cuál es tu bebida preferida 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. ¿Cuáles son las comidas que no te agradan y que no comerás?
5. ¿Cuál es tu restaurante preferido y por qué?
6. ¿Cuál es tu cobertura preferida en la pizza?

### Lista 6

1. ¿Cuál es tu animal preferido? ¿Por qué?
2. ¿Cuál es la película favorita que te gustó más? ¿Por qué?
3. Si fueras un personaje de historieta, ¿quién serías y por qué?
4. ¿Cuál es tu programa favorito en la televisión? ¿Por qué?
5. ¿Qué mascota tienes o te gustaría tener?
6. ¿Cuál es la cosa preferida que te gusta hacer en el patio de recreo?