



BARR[®]

BUILDING ASSETS
REDUCING RISKS

A School
Improvement
Model for
Grades K-12



Angela
Jerabek, MS



GRADES K-2
CLASSROOM CURRICULUM

VOLUME
1

“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
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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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

- Option 1: *Big Red Lollipop* book by Rukhsana Khan
- Option 2: *Big Red Lollipop* video found on YouTube; computer, LCD projector, and screen
- Lollipop Thank-You Card handout 
- Whiteboard and whiteboard markers
- Markers or crayons
- *Optional:* Blank envelopes, one per participant
- *Optional:* Lollipops, one per participant

Preparation Needed appears on the next page.

Purpose

- To help participants recognize how kind words and actions make others feel
- To demonstrate how to use kind words and compliments

Instructions

1. Say:

Today we are going to listen to a story about a big red lollipop. I want you to listen for acts of kindness happening in the story. Notice how these acts of kindness make each character feel.

2. Either read the story to the participants or play the video.

3. Have participants share some of the acts of kindness they noticed in the story. Record their answers on the whiteboard.

4. Ask:

Who at our school has shown you kindness? How have they shown you kindness?

5. Brainstorm with the group different people in your school who show them kindness.

6. Write their suggestions on the whiteboard (possible answers: custodians, cooks and lunch servers, volunteers, playground supervisors, before- and after-school care providers, other teachers, other students).

7. Say:

We are each going to create a Lollipop Thank-You Card. A Lollipop Thank-You Card is a special way of surprising and thanking someone who has been kind to you.

8. Ask participants to choose someone from the list of people on the whiteboard to whom they would like to send a special thank-you card.

9. Give each participant a copy of the Lollipop Thank-You Card handout and markers or crayons. Have participants

fold their handout in half with the words “Thank You” on the outside.

10. Show participants your completed Lollipop Thank-You Card.
11. Say:

Write the person’s name on the inside of the card. Then draw a picture or write a note to thank the person for their kindness. You can color the outside of the card too.

Ask:

How did the person show you kindness? How did it make you feel when that person was kind to you or helped you?

► **Facilitator note:** You may need to help younger participants come up with ideas.
12. Walk around the room and offer to help participants who are struggling to write their thank-you person’s name.
13. *Optional:* Give participants an envelope to put their card in, and have them write the person’s name on the envelope.
14. Tell participants to give their completed Lollipop Thank-You Card to their special person when they see them next, or you can offer to collect and distribute the cards.
15. *Optional:* Participants could also give their special person a lollipop along with the card.

Optional Follow-Up

- Bring lollipops later in the year to remind participants of lollipop moments.
- Have extra copies of the Lollipop Thank-You Cards 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 in for you to deliver to people in your school.

PREPARATION NEEDED

- Gather the materials needed.
- Preread the book or preview the video.
- Option 2: Set up the computer, LCD projector, and screen.
- Photocopy/print out the language-appropriate Lollipop Thank-You Card handout, one per participant.
- Complete a Lollipop Thank-You Card example to share with participants. Fold the handout in half, with the words “Thank You” on the outside. Write your message on the inside.

Literary Extension

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

Data-Gathering Ideas

- Who struggled to write a letter? Was the struggle due to the concept or because of the writing/fine-motor skills needed (or both)?
- Who in the class seemed excited about the opportunity to show thanks to someone in their life and, thus, put extra effort into the activity? What is the relationship between that participant and the 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
- Access to your completed Lollipop Thank-You Card

Virtual Modifications

- Share the *Big Red Lollipop* story on your classroom’s virtual platform.
- Have participants complete the Lollipop Thank-You Card handout electronically, or have participants create their own Lollipop Thank-You Cards with materials at home.
- Have participants share their completed thank-you cards with the class. Ask participants to send you their completed Lollipop Thank-You Cards and distribute them, or create a class collage of all the thank-you cards on your school platform to share with families. You could also have participants create cards for family members instead.

RECOMMENDED READING LIST

ENGLISH-LANGUAGE TITLES

Thank You, Mr. Falker
(Patricia Polacco)

Thank You, Omu! (Oge Mora)

Last Stop on Market Street
(Matt de la Peña)

Thank You, Mr. Panda
(Steve Antony)

The Thank You Letter
(Jane Cabrera)

The Thankful Book (Todd Parr)

*It Could Always Be Worse:
A Yiddish Folk Tale*
(Margot Zemach)

The Thank You Book (Mo Willems)

SPANISH-LANGUAGE TITLES

Gracias, Sr. Falker
(Patricia Polacco)

¡Gracias, Omu! (Oge Mora)

Ultima parada de la calle market
(Matt de la Peña)

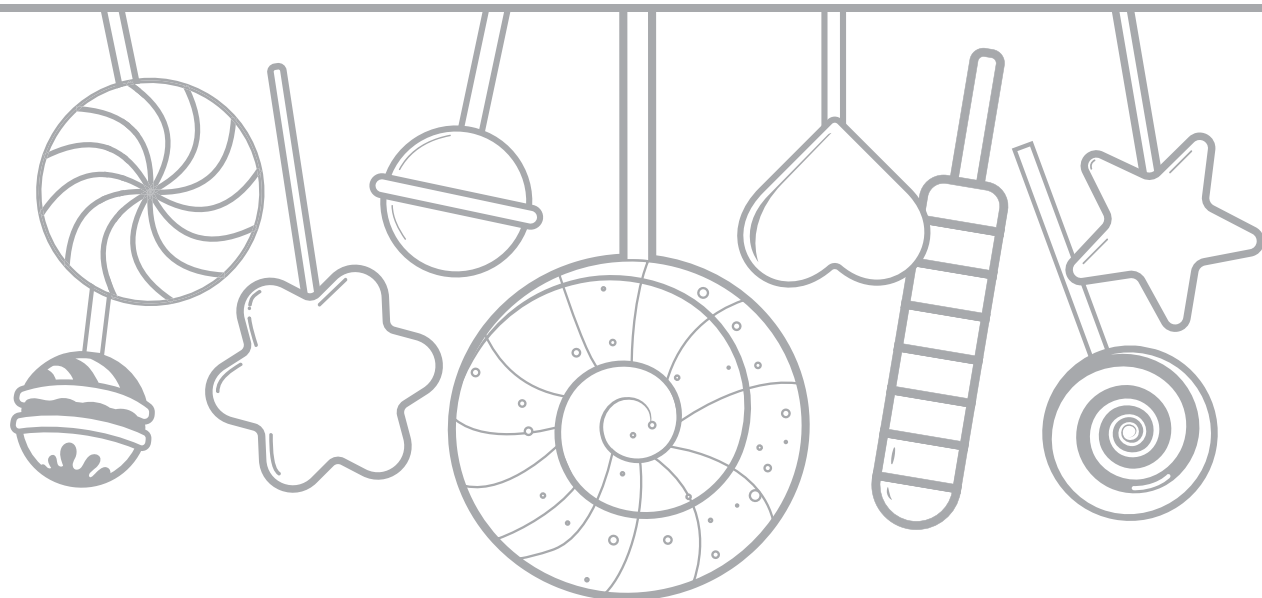
Gracias, Sr. Panda (Steve Antony)

¡Te lo regalo! (Gabriela Keselman)

Gracias (Pat Mora)

Siempre puede ser peor
(Margot Zemach)

Esos zapatos (Maribeth Boelts)



¡GRACIAS!