



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 5: Rainbow in the Clouds

TIME NEEDED

- 30 minutes

ASSET CATEGORIES

- Support
- Social Competencies

MATERIALS NEEDED

- Option 1: *My Color Is Rainbow* book by Agnes Hsu
- Option 2: *Read Aloud Story: My Color Is Rainbow* video by Agnes Hsu found on YouTube; computer, LCD projector, and screen
- Whiteboard and whiteboard markers
- Black pens or markers, one per participant
- Paper in the seven rainbow colors: red, orange, yellow, green, blue, purple, and violet
- Tacks or tape

Preparation Needed appears on the next page.

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 and think about someone who has shown them kindness. Say:
Think of a time you were feeling sad or unhappy. Who is someone who tried to cheer you up and make you feel better? What did that person say or do to try to make you feel better?
2. After a couple of minutes, invite participants to share what the people they thought about said or did. What words did participants hear them use? What actions did they see the people take? As participants respond, write these examples on the whiteboard.
3. When participants have provided numerous examples, invite them to listen to the book or watch the video *My Color Is Rainbow* by Agnes Hsu.
4. Say:
This classroom is a community, and we all have times when we need cheering up. Remembering who has been a rainbow to you or how you can be a rainbow for others is important. All of us can be rainbows for others.
5. Pass out the colors of the rainbow paper, one piece per participant, and black pens or markers.
6. Instruct participants to write a few words or draw a picture of how they can be a rainbow for someone who needs cheering up. As an example, someone who has green paper might write “Give hugs.”

7. *Optional:* Choose an example from your life to share with the group.
8. Collect their papers, and using the tape or tacks, make a rainbow mural for participants to look at the next day. This display will help the group build a connected community, learn about their peers, and get ideas about “being a rainbow” for others.

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 draw a picture representing how they could be a “rainbow” in that person’s “cloud.”

Literacy Extension

Materials and Preparation Needed

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

Instructions

1. Before reading, ask the participants to listen for who in the story is feeling sad or lonely and who is the “rainbow” for the person who is feeling sad or lonely.
2. When you finish reading, discuss the story with the participants. Ask:

Who was feeling sad or lonely in the story? Why do you think the person was feeling this way? Who was the person who offered help or kindness? What did they do to try to be a rainbow or brighten up that person’s day?

PREPARATION NEEDED

- Gather the materials needed.
- Find and preread the book or preview the video.
- Option 2: 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., 3 red, 3 orange, 3 yellow, 3 green, 3 blue, 3 purple, and 3 violet).
- *Optional:* Make a rainbow paper of your own to show the class as an example (see Instructions, step 6).

RECOMMENDED READING LIST

ENGLISH-LANGUAGE TITLES

Esther’s Rainbow

(Kim Kane and Sara Acton)

How the Crayons Saved the Rainbow

(Monica Sweeney)

Black Is a Rainbow Color

(Angela Joy)

SPANISH-LANGUAGE TITLES

El pez arco iris

(Marcus Pfister)

Cómo los crayones alvaron el arcoíris

(Monica Sweeney)

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

- After watching the video, ask participants to create an image of a rainbow with clouds, using whatever supplies they have.
- Within the rainbow, ask participants to write or draw a way they can be a rainbow in someone else's clouds.
- Ask participants to share their pictures by holding them up to the screen during your online classroom meeting or by emailing them to you individually.
- The entire *BARR* community can then increase its virtual connectedness by supporting one another.

NOTES