



The Society for Safe & Caring Schools & Communities
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Supporting a Safe and Caring School— Assembly Script 3 for Elementary Schools

Feeling Good About Who I Am



Note to Principals:

These scripts are designed to be used in assemblies as introduction to the topics in the Safe and Caring Schools Program. The Principal takes a key role in delivering the message in the assembly.

Please read over each script before implementing. You are welcome to adapt the script to suit your school audience.

Assembly Script 3 Topic 2A— Feeling Good About Who I Am

Objectives

This assembly script has the following outcomes:

- to introduce students to the concept of self-esteem
- to demonstrate the importance of a good self-esteem
- to provide students with an example of positive self-talk to help build self-esteem

Materials Required

- a sound system for CD of music (optional)
- a video screen (if the video segments will be shown at the assembly)
- a copy of the video *Developing Self-Esteem* (to be shown at the assembly or used as a guide for a group who will model out the chosen video segments)
- an overhead projector and screen

Introduction

As students gather for the assembly an appropriate song may be played to introduce this month's topic. The Principal should welcome and greet the students as usual for assemblies.

The Principal should briefly review any activities that the school had last month to recognize the second monthly topic—Respect

Developing Self-Confidence

Say: Building a safe and caring school community is not something that just happens while we are in school. Part of our goal with this project is also to help students understand themselves better, and realize how valued and important they are to the school community. People who feel confident, capable and who like themselves tend to be people who can also make a difference in the lives of others. So, this month, we are going to focus on skills that will help each of you to develop confidence in your own gifts, talents and abilities.

When we talk about a person's confidence in their own abilities, we are referring to their sense of self-esteem.

Can anyone tell me what we mean by self-esteem?

Invite responses from students. Ensure they focus on self-esteem as being something that helps us to relate better to others, and not another word for being conceited or egotistical.

Display OH 1—The Meaning of Self-Esteem and go over with students.

Say: Self-esteem is important to everything that we do: at school, with friends and with family. A good sense of self-esteem helps people to learn better, to get along with others better and to get through tough times more easily.

One of the first ways we develop a sense of our own worth, and begin to build a sense of self-esteem is through our involvement with people who act as our mentors - as guides to help us see what we are good at and how we can use our gifts and talents.

Please listen to the following people talk about how a person in their life helped to affect their sense of self-esteem.

At this time, you could show the video segments of people sharing their experiences with the influence an adult had on their life. However, it would probably be even more effective to have 2 or 3 staff members share personal stories about people who influenced them. They could watch the video as a sample of the kind of talk they could give.

After the presentations—either real-life or on the video:

Display OH 2—definition of self-esteem

Say: When we talk about self-esteem we are basically saying—I feel good about who I am. I believe I am someone that people like. I believe that I can handle anything life brings me.

Most of us start off with a pretty good feeling about ourselves. We know that we are good at school, or sports, or fine arts or helping others, or being a good friend. But, sometimes things happen during the day that can really start to make us feel bad.

We’re going to show you a little demonstration about how easy it is to have your self-esteem hurt. Then, we want to show you that you have the power to control how you react when things go wrong.

Demonstration

There are a couple of ways to do this. You will need volunteers to help you—teachers or students.

One approach is to have a teacher carrying a very large sign that says, “I am loveable and capable.” Then, as you read through the story, whenever a negative message is read, have another volunteer come forward and tear a piece off the sign. By the end of the story, the first person’s “loveable and capable” sign should be in ruins.

Another more visual approach (but more complicated) is to have the “loveable and capable” persons appear with brightly coloured ribbons tied all over. You will need to explain that these ribbons symbolize her strong positive sense of self. As the negative situations are read, the other volunteers remove the ribbons from the person, leaving him/her looking dejected.

(Read the *I am Loveable and Capable* story and go through the demonstration as described above.)

I am Loveable and Capable

You sleep in so you have to rush to get ready for school. When you sit down for breakfast, there's only enough cereal and milk left for one person. Your mom tells you to let your little brother have it because he is younger. You think, "Why does my brother get everything all the time?" (tear off a piece of the sign)

When you get to school you're hungry and in a bad mood. As you are walking to your classroom you drop your backpack and all the books and papers spill all over the hallway. You think, "I am such a klutz." (tear off a piece)

You are sitting in class, thinking about how bad your day has been so far, when the teacher calls on you to answer a question. You don't know what to say and some of the other kids laugh at you. You think to yourself, "I must be the dumbest person in this class." (tear off a piece of the sign)

You go to soccer practice after school. You can't seem to get the ball anywhere near the net, and your coach tells you you should try to get in some extra kicking practice before the next game. You think to yourself, "I should just quit. I'm not any good at sports anyway." (tear off a piece of the sign)

You get home and notice that the breakfast dishes are still on the table. When your mom comes home from work she yells at you for not cleaning up. You think, "Why do I have to do everything!" (tear off a piece of the sign)

You start to work on your homework and you can't understand the math questions at all. You think, "Math is stupid. I shouldn't have to do this anyway." (tear off a piece of the sign)

As you are getting ready for bed your dad comes in and asks how the day went. You say, "just fine" and think to yourself, "He doesn't really care; he's got more important things on his mind."

Ask the students what they noticed about how the person in this story felt about him/herself. Help students to see that the person in the story really made things worse by criticizing and calling him/herself names.

Say: We can't always change the way things happen in our lives. But, we can change the way we react to what happens. One way to stay positive is to talk to ourselves in a positive way when things are going wrong. We need to remember that just because bad things happen to us, that doesn't mean we must be a bad person.

Have a volunteer work with you for the next part of the demonstration. As you read the negative situation, have the other person give some positive self-talk. A sample script is provided below.

When you sit down for breakfast, there's only enough cereal and milk left for one person. Your mom tells you to let your little brother have it because he is younger.

You think, "I'm glad I'm not at that annoying little kid stage anymore" and you ask your mom to remember to buy more cereal before she comes home today.

As you are walking to your classroom you drop your backpack and all of the books and papers spill all over the hallway.

You laugh at yourself and ask a friend to help you collect your stuff.

You are sitting in class, thinking about how bad your day has been so far, when the teacher calls on you to answer a question. You don't know what to say and some of the other kids laugh at you.

You say to yourself, "I can do better than this!" and you make sure you put your hand up to answer the next question.

You go to soccer practice after school. You can't seem to get the ball anywhere near the net, and your coach tells you that you should try to get in some extra kicking practice before the next game.

You say to yourself, "I must be having an off day. I'll make sure to get some practice in this week."

You get home and notice that the breakfast dishes are still on the table. When you mom comes home from work she yells at you for not cleaning up.

You say, "Sorry Mom. Let me give you a hand with supper."

You start to work on your homework and you can't understand the math questions at all.

You call a friend or ask a parent for help. You decide to ask the teacher for some extra help tomorrow at school.

As you are getting ready for bed your dad comes in and asks how the day went.

You say, "Actually, dad, I had a really tough day. Can we talk about it?" As you fall asleep you remind yourself that tomorrow has to be better!

Debrief

Say: It's pretty easy to assume the worst about ourselves, or to think that others are "out to get us" but isn't true. Developing self-esteem means taking the time to talk positively to ourselves, to remind ourselves that we are loveable and capable. This month, I'd like to ask each of you to make a promise to yourself to focus on seeing yourself in a positive way. Remind yourself of what you are good at. Talk in a positive way to yourself when things are going wrong. And, if you see a friend having a bad day, maybe you could remind that friend of all the things they have to be proud and happy about.

We want you to know that the staff of your school is also here to help you remember that you are a loveable and capable person, so we'd like to remind you of these important messages.

Put up OH 3. It may be most effective if 6 teachers take turns reading out the messages.

Put up OH 4 as a final thought.

Close the assembly according to your usual routine.

Follow-Up Activities for the Classroom

1. Teachers could spend some time doing an activity that encourages students to recognize their own gifts, talents and uniqueness. Having students create collages that represent them is one possibility.
2. Individual classes could create a “We are loveable and capable” classroom poster. The poster could state the many gifts and talents of students in the classroom—athletics, academics, fine arts, service, etc. Students could contribute suggestions—they may be more comfortable talking about other students than themselves. (as in “John is really good at dirt-biking”.)
3. Teachers could discuss with students how to use positive self-talk to respond to negative things that happen to them. Students could suggest some of the situations that put them in a “bad mood” or make them feel unhappy then suggest a way to respond more positively. This could even be done at the start of each day in each classroom, so that the concept of changing how we respond to negative situations is reinforced throughout the month.

The Meaning of Self-Esteem

- **Being happy with who you are**
- **Recognizing the things you are good at doing**
- **Being able to take responsibility for the things you do**
- **Feeling you can make a difference**
- **Being able to handle challenges**
- **Being able to learn from both successes and failures**
- **Treating yourself and others with respect**

Definition of Self-esteem

I am loveable

- **People want to spend time with me.**
- **I feel good about myself.**
- **I am worthwhile and important to others.**
- **I deserve respect.**
- **I treat others with respect.**
- **I have good friends.**

I am Capable

- **I can do many things.**
- **I am responsible for my own behaviour.**
- **I act responsibly toward others.**
- **I can meet and respond to challenges.**
- **I can learn from my successes and failures.**

Six Important Messages

- **I believe in you.**
- **I trust you.**
- **I know you can handle problems.**
- **You are listened to.**
- **You are cared for.**
- **You are very important to us.**



I can cope with the challenges of life and I have a right to be happy, respected and listened to.

