



The Society for Safe & Caring Schools & Communities  
11010 142 St Edmonton AB T5N 2R1 Phone (780)447-9487 Fax (780)455-6481 Email: office@sacsc.ca

# ***Supporting a Safe and Caring School— Assembly Script 4 for Elementary Schools***

## ***Building Self-Esteem In Others***



### **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 4—Topic 2B**

## **Building Self-Esteem in Others**

### **Objectives**

This assembly script has the following outcomes:

- to introduce students to the concept of good listening
- to demonstrate ways to help the self-esteem of peers
- to provide students with an example of good listening to help build self-esteem in others

### **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 third monthly topic—Feeling Good About Who I Am

### **Introduction to the Topic—Role play**

You will need six volunteers to participate. They will need to know their roles before the assembly starts.

To begin this assembly, you are going to dramatize a classroom situation. One volunteer is the teacher. He/she gives to the students a difficult assignment. The other five volunteers will play the role of students. Each of them will illustrate through their actions, one coping strategy that may indicate low self-esteem: Quitting, Avoiding, Cheating, Clowning, and Aggression.

A sample script is provided here. Have the students seated in chairs facing the audience, in a row.

Introduce the skit by saying:

**Last month we looked at self-esteem and feeling good about ourselves. I asked each of you to focus on developing your own confidence, by practising positive self-talk when things get tough or when you are having a bad day. When a person has good self-esteem, they are much more likely to be able to handle difficulties.**

**These volunteers are going to show us some things that people do when they don't feel confident—when they feel a problem is too difficult to handle. You are about to see some actions that aren't very effective. Then, we will look at a skill you can use to help a friend who struggling with a problem.**

Sample script for opening:

Teacher: Okay class, you know there's a big test tomorrow and you need to get ready for it. Here's an example of the kind of question you're going to have to do. (Depending on the age level of students, have the teacher describe a fairly difficult question for the students to do.) Please get started right now. (Teacher hands out papers to students.)

Student #1—(Looks at paper. Turns it upside down and right side up.) There's no way I can do this. I'm dead! (Crumples up paper and puts head down on desk).

Student #2—(Raises hand). Mr/Ms\_\_\_\_\_ can I please go to the bathroom?

Student #3—(Looks at assignment, then leans over and starts to copy from the student next to him/her).

Student # 4—(Looks at assignment and shakes his/.her head, then leans over and pokes student next to him/her and makes a face. Student makes a paper airplane out of his/her assignment and throws it.)

Teacher to Student #4 - \_\_\_\_\_ have you finished?

Student #4—(in a joking voice) Just getting right on it Sir/Madam. (The other students laugh.)

Student # 5—(angrily) Shut-up! How can I work when everyone is so loud! This is a stupid assignment anyway! (Throws paper down and angrily leaves.)

Thank the volunteers for their presentation. Put on OH 1—Behaviours that Mask

**Say: Each of these students was showing one way of responding to problems when a person feels overwhelmed. If we are going to be able to help others, it helps if we are aware that these behaviours often hide the real issue—poor self-esteem. A person may respond by: Quitting, Avoiding, Cheating, Clowning or becoming Aggressive. After all, it is safer to be thought of as funny or tough than to be thought of as worthless.**

**One of the most important ways we can help a person feel they are safe and cared for is by listening to them.**

Put up OH 2—Seeing with the heart.

**Say: One author has said that we spend a lot of time teaching and learning about three types of communication—reading, speaking and writing—but give very little time to listening. This month, we are going to try and become better listeners.**

### **Video (or live skit using the video script)**

**Say: We're going to watch an example of someone trying to deal with a problem and having the other person not be very helpful.**

Show a suitable segment from the *Developing Self-Esteem* video depending on the age level of the students at assembly. Or, using the scripts provided, you could have a drama group prepare to act out the scenario. You are also welcome to make adaptations to the script to make it more applicable to your school.

After the video or skit say:

**Well, that wasn't very effective in building another's self-esteem. If we are going to help others, we need to have a skill called *Good Listening*. It's not difficult, but it does take some practice.**

Display OH 3—Good Listening

**Say: In *good listening*, we let the other person know that they are important and cared about. We let them know that we want to help them through whatever their issue is. We can do this by:**

- **Listening with our full attention. This also means making eye contact, leaning forward and not fidgeting with other things or looking at our watch.**
- **Recognize what the other person is feeling. You can do this by saying how you think they feel, giving them a chance to share, asking questions to make sure you understand or inviting them to tell you more.**
- **Try to give the feeling a name. Suggest possible solutions or help the person find someone who can help. Offer to go with them to a teacher, counsellor or other adult.**

Show the second part of the video or act out the second part that demonstrates Reflective Listening.

## ***Closure Debrief***

**Say: In a safe and caring school, we hope that people will feel there is someone they can talk to—someone who will listen to them, respect their feelings, and help them find a solution. This month, I ask each of you to think about someone you feel might need a little self-esteem boost. Practice the skill of reflective listening if a friend comes to you with an issue or problem. And, remember that there are always adults available to listen and to empathize with your feelings.**

Conclude the assembly.

## ***Follow-Up Activities for the Classroom***

1. Provide teachers with a copy of OH 3. In individual classrooms, spend some time practicing Good Listening. Divide students into groups of 3. Person 1 describes “a problem I have been having” while Person 2 practices good listening. Person 3 listens and provides feedback to the other two about how successful the exchange was. Teachers may wish to create a list of suitable problems to share.
2. Lesson Plan 1 gives an additional lesson on building self-esteem in others using an excerpt from the DVD *Lilo and Stitch*.

# **Lesson Plan - Building Self-Esteem in Others**

## **Introduction**

Ask how many are familiar with the Disney movie—*Lilo and Stitch*. Point out that this is a story about self-esteem; Lilo, a little Hawaiian girl, feels she has no real friends because she is “different”. She has lost her mother and father and is being raised by a sister, who tries her best but is often frustrated by Lilo. In this scene, following a visit from a social worker who threatens to take Lilo away from her home if she is not being raised properly, Lilo and her sister have a “problem situation”.

## **Video Excerpt**

Show the excerpt—on DVD it is Scene 7; on Video it is 20 minutes into the movie. The scene begins with Lilo standing at the door and screaming. It ends after Lilo prays for an “angel” and Stitch arrives on Earth.

Stop the video section (about 5 minutes long.) Ask students to note some of the things that Lilo’s sister tried to do to help Lilo feel better.

## **Mini-Lesson –Helping Others**

These are some of the ideas you can draw from this excerpt of the movie.

**Relating:** In the movie, Lilo’s sister uses “WE” statements and talks about being “sisters”. Everyone needs to feel they have a partner or a friend—someone who will help them work through their problems.

**Asserting:** Sometimes people are afraid to stand up for themselves. They need to feel that they are listened to and their opinions have value .

**Investing:** Each person should be encouraged to share his/her ideas, gifts and talents. In the movie, Lilo is obviously proud of her picture taking, and her sister supports this by developing her pictures for her.

**Coping:** Mistakes are natural and not the end of the world. Forgiveness, saying, “I’m sorry,” and talking about what should have been can help a person to learn from mistakes. In the movie, the sister says, “I shouldn’t have yelled at you.”

## **Application**

Go through the following scenarios with students. Ask them to respond to the following:

- 1. What skills are needed to help the people in this scenario deal with the problem?**
- 2. What could you say or do to help the people in the scenarios?**

## **Scenario 1**

Keesha is a new student to the school. She has emigrated here from another country. At lunch time, she sits by herself and at breaks she either stays in the classroom, or stands alone in an insignificant part of the hallway. She rarely smiles.

**Scenario 2**

Whenever Jake is in a group in the classroom, he never volunteers or offers any ideas. He either sits with his head down and his arms folded, or he draws on a piece of paper. Jake has just been placed with your group to work on a presentation.

**Scenario 3**

The junior basketball team is having a terrible season. Since most the players are rookies, they are weak in many skills. So far they have lost every game. The team is starting to argue amongst themselves, and some of them are talking about quitting.

**Scenario 4**

Adam is in your class at school. Although he associates with others, and participates in class, you notice that he doesn't seem to have much to do at lunch time or after school. You have noticed that he is very artistic and has drawn some amazing title pages and designs in his school work. You are on student council and there is a theme dance coming up.

## ***Behaviours that Hide Low Self-Esteem***

- **Quitting**
- **Avoiding**
- **Cheating**
- **Clowning**
- **Being aggressive**



It is only with the heart that one clearly sees.

What is truly important is invisible to the eyes.

~Antoine d'Saint-Exupery

## ***Good Listening***

- Listen with your full attention.
- Recognize how the person is feeling
- Give the feeling a name.
- Help the person find a solution.

Having your feelings recognized is comforting.