



The Society for Safe & Caring Schools & Communities

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## ***Supporting a Safe and Caring School— Assembly Script 2 for Elementary Schools***

*Respect*



### **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 2—Topic 1B***

## ***Respect***

### **Objectives**

This assembly script has the following outcomes:

- to introduce students to the concept of respect
- to demonstrate examples of disrespectful behaviour
- to provide an outline for students to examine their own behaviour

### **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 *Living Respectfully* (to be shown at the assembly or used as a guide for a group who will act 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 first monthly topic—Creating a Safe and Caring School

### **Respect**

**Say: This month, we will focus on another important aspect of creating a safe and caring school community—respect. The word, “respect” can have many meanings, but it basically refers to treating others with understanding, kindness and tolerance. Virtually every society has a statement about treating others with respect.**

Put up OH 1 with the many examples of “The Golden Rule”

#### ***The Golden Rule\****

**Do unto others as you would have them do unto you. (Christianity)**

**What is hurtful to yourself do not do to your fellow man. (Judaism)**

**Hurt not others with that which pains yourself. (Buddhism)**

**What you do not yourself desire, do not put before others. (Confucianism)**

**Tanisih isi nohte kanawpimkawyin—ekosih kesih Kanawapimaht ayisiniw. (How one wants to be treated is how you treat people.) (Plains Cree Elder)**

**Respect is not something we necessarily talk about. It is more apparent in our actions toward others. Communicating respect is more than just words. It includes these aspects as well:**

Put up OH 2 with the Language of Respect

**Our tone of voice—How often have you heard someone say, “Don’t use that tone with me?” or “Watch that attitude?” How we say something has as much impact sometimes as what we are saying.**

**Our body language—We need to respect that different cultures have different expectations for body language. However, there are certain gestures or postures that can communicate, “Yes, I am listening to what you have to say.” or, “I don’t really care what you are saying.”**

**Our choice of words—I’m sure you already know that some words can trigger anger in others, because they are perceived as disrespectful. I know I get steamed when my kids refer to me as “Dude”, or respond to me with “Whatever”.**

**Movement—this includes gestures we make with our hands and how close we stand to someone.**

**We communicate with more than just words. In fact, it is often these other aspects that speak far more loudly than our words. One of the things we will focus on this month, is considering how we show respect to others in our body language, tone of voice, word choice and movements.**

## ***Demonstration***

The Society for Safe and Caring Schools has prepared a video *Living Respectfully* that includes sample scenes of disrespectful behaviour. At this time, selected scenes could be shown to students, asking them to consider the disrespectful behaviours that are displayed and how they behaviour could be changed to be more positive.

It might be even more effective to have teachers or students act out the vignettes for the students at the assembly. The accompanying scripts and the video could be used to help the actors prepare for this activity.

Principals should select the scenes they feel would be most appropriate for their school culture, as well as determine the number of vignettes to demonstrate. Scripts for each scene are provided in this package.

## ***Debriefing***

After the scenes have been portrayed or shown, some time should be spent “debriefing” the activity. One way to do this is to have volunteers (teachers or students), prepared in advance, come to the microphone and share a brief comment on what they noticed was wrong with the

behaviour in the scene. They should try to connect these comments to the previous ideas about the language of respect.

For example, in respond to the first vignette, a person might point out that the choice of words was cruel (wussy boy) and that the movement was threatening. They might also mention that it was frustrating that the coach did nothing to stop the behaviour.

The scenes from “Harassment”, “Decisions” and “Diversity” are replayed on the video to demonstrate more respectful responses to the situations. These could be shown to students as examples of more respectful behaviour. If the scenes were previously acted out by teachers or students, those scenes could be re-enacted with a more positive script. Or, in the debriefing, the speakers could comment on how the scene could be changed to display more respectful behaviour.

## **Closure**

**Say: Every person is entitled to respect from others. Respectful behaviours can be as simple as saying “please” and “thank-you” to the school secretaries when they help you in the office, greeting people when you walk past them in the hall, or apologizing when you’ve made a mistake, got angry at someone, or said something inappropriate.**

Display OH 3 to summarize the main points

## **Respect**

**Respect is shown in the following ways:**

- **Cooperation**
- **Calmness**
- **Willingness to work out differences**
- **Acceptance**
- **Ability to say, “I am human. I’ve made a mistake. I’ll try again.”**
- **Ability to communicate through speaking and listening openly and honestly.**
- **Looking for positive qualities in others.**

**This month we will continue our journey to develop a more safe and caring community by focusing on how we treat others and respectful behaviours. Your teachers will have some reminders for you in the classrooms.**

End the assembly according to your usual routine.

## ***Script for Video/DVD of Disrespectful Behaviours***

### **Bullies**

*Boys are playing soccer with coach watching. The ball rolls out of bounds to where two older boys are watching:*

Derek: Hey, you wuss. You run like a girl!

Matt: I think the girls need a forward.

Derek: They'd clean your clock!

Sean: Hey!

Derek: What's the matter, wussy. Did I hurt ya?

Coach: Forget it, Sean. Ignore them.

Derek: Yah, just ignore us, wussy boy. We won't hurt you.

### **Harassment**

*Two girls walk nervously in front of three boys in the hallway.*

Jason: Hey, Trev, there's your girlfriend...Miss Piggy. (*Snorts*)

John: See-we!

Trevor: Hey Robert. Where's your purse, buddy?

Teacher: You boys get to class!

### **Decisions**

*Two boys are in the change room after a hockey game.*

Corey: When are you gonna tell him?

Adam: Today...I guess. I don't think he's gonna be very...

Coach: Hey, guys. You looked a little lame out there. I'd better see some effort or you'll see the bench.

Corey: Right.

Adam: Uh, Coach?

Coach: Yes, Adam?

Adam: I just wanted you to know that I can't play any more.

Coach: What are you talking about?

Adam: I quit...sorry.

Coach: What do you mean, you quit? You can't just quit. A team is more than one person, Adam; you've made a commitment to the other guys.

Adam: I just don't want to play anymore.

Coach: That's it, you just don't want to play. After six years?

Adam: Yeah.

Coach: You're just tired. Go home and get some sleep.

Adam: It's not that.

Coach: Well, what is it then? You don't like the way I coach?

Adam: No...

Coach: Have you talked to your parents? I'm going to talk to your dad about this. I'm sure he won't be too pleased after all the money he's spent on you. Go home and do some thinking. You'll come to your senses.

### **Stereotyping**

*A clerk is watching as two shoppers are looking at belts.*

Clerk: What are you doing?

Mother: Pardon me?

Clerk: Oh...can I help you?

Mother: No thanks. *(To her daughter)* What was that all about?

Teenager: She thought you were a teenager. They think we all shoplift.

## **Self-Esteem**

*Students in Grade 6 are having a discussion in science class.*

Teacher: Okay, so in our world, we have herbivores, carnivores and omnivores.  
Can anyone tell me what a carnivore is? Yes, Ron? Ron: A plant eater?

*(Snickering)*

Teacher: I don't want to hear that. Tony, do you know what a carnivore is?

Tony: *(With superior attitude)* A meat eater. A herbivore is a plant eater.

Teacher: *(Reluctantly)* That's right.

## **Diversity**

*Daughter (age 17) appears in the living room dressed for a date. Mom is watching TV.*

Daughter: Hi.

Mom: Hi, what are you all dressed up for?

Daughter: I'm going on a date.

Mom: Oh? With who?

Daughter: A guy from school.

Mom: What guy? Do I know him?

Daughter: No, his name is Taavi?

Mom: What kind of name is Taavi?

Daughter: What do you mean. It's just a name.

Mom: Well, that doesn't sound like a normal name. Is he like us?

Daughter: You mean, is he white?

Mom: Well, I don't want you dating someone who's not right for you.

## **Peer Pressure**

*Girls are participating in a track meet. Their mothers are watching.*

Liz:        *(Wearing unfashionable clothes.)* Hi, Mom. Did you see my jump?

Marnie:    Yeah, you're doing great.

Tara:       *(With attitude)* Where'd you get those shorts, Liz?

Liz:        *(hurt)* At the mall. Mom. I'm going to get a drink of water.

Marnie:    Okay

Darlene:   *(Uncomfortable)* Kids these days...so concerned about their clothes.  
What event is Liz in next?

Marnie:    *(Ignoring the situation)* The hundred-yard dash. How about Tara?

Darlene:   The same. It's going to be a busy afternoon.

## **Consequences**

*Meeting of high school boys and parents in the principal's office.*

Mrs Trask:        So because Andy put this note on the girl's locker, you don't think he should receive his award?

Ms. Hawryluk:    At Sprucedale, we've always believed that students should strive for academic success, but being a responsible citizen is important too. Therefore, I'm not prepared to reward a student who is disrespectful to his peers.

Mr. Murgatroyd: I agree. Jed doesn't deserve this award.

Mrs. Trask:        I think that's very unfair. Let's face it. Although it wasn't a very nice thing to do, boys will be boys.

Ms. Hawryluk:    I'd like the award-winning students to set an example for the rest of the school.

Mrs. Trask:        I think this is being blown out of proportion. You made a mistake, right Andy?

Andy:             Yeah, I'm really sorry Mrs. Hawryluk. It was a dumb thing to do.

Ms. Hawryluk:    I appreciate the fact that you're sorry, Andy, but that doesn't change the situation. Melody is so upset, she doesn't want to come back to school.

Mrs. Trask:        Well, that's just ridiculous.

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

1. The Safe and Caring Schools website—[www.sacsc.ca/lessons/introduction/](http://www.sacsc.ca/lessons/introduction/)—has some excellent lesson plans on this topic. From this page, click on *Unit and Lesson Plans*, then go to *Topics and Concepts* and then to the “Living Respectfully” topic.
2. One of the best ways to encourage respectful behaviour in students is to model it in the classroom and insist on it from the students. The Checklist in Handout #1 could be used by each teacher in the classroom to remind students of appropriate behaviours. Teachers should also make a special effort to model these behaviours—and be prepared to be caught by students if they make a slip! The checklist could be made into classroom posters, or displayed in some format in each classroom.
3. The media awareness site ([www.media-awareness.ca](http://www.media-awareness.ca)) also offers some lesson plans on respect as it relates to portrayals of people in the media, particularly with reference to race, gender and cultural images.

## ***Activities for Student Leadership Groups***

1. As with the previous topic, a student leadership group could take responsibility for creating a display focusing on Respectful Behaviours as outlined in Handout #1. Pictures and words could be used to create the display.
2. If the school has a weekly “news broadcast” that is videotaped and played on school monitors, students could create and act out scenes demonstrating disrespectful and respectful scenarios that relate directly to the school environment.
3. A display of the different forms of “The Golden Rule” could be created and placed in a noticeable area of the school.
4. For the next assembly, classes could be challenged to prepare an “Acting Respectfully” skit. The skit should demonstrate both disrespectful and respectful behaviours, and should relate directly to the school community. (For example, if there has been a problem with behaviour at sporting events, with people shouting insults as refs or the other team, this could be enacted with a more respectful outcome.) The skits could be presented at the next school assembly, and the classroom with the best skit could win a prize.

# ***Acting Respectfully Checklist***

## **Tone of Voice**

- Am I using an honest, polite voice or am I being sarcastic, rude or critical?
- Am I shouting or am I using the appropriate loudness for the situation?

## **Body Language**

- Am I using eye contact that is correct for the person and his/her culture?
- Is my body posture angry or welcoming?
- Is my facial expression welcoming and respectful?

## **Choice of Words**

- Am I using polite words?
- Am I avoiding criticism and accusations?
- Am I using words to be positive and seek a solution?

## **Paying Attention**

- Am I giving others my attention?
- Am I honouring their feelings as well as my own?

## **Respectful Behaviours**

- Am I saying, "Please" and "Thank-you"?
- Am I saying, "Excuse me" or "Pardon me"?
- Do I introduce newcomers to a group?
- Do I greet people when I meet them?
- Do I say, "I'm sorry" when a mistake has been made?
- Am I respectful toward older people and authority figures?

# The Golden Rule

- **Do unto others as you would have them do unto you.**  
(Christianity)
- **What is hurtful to yourself do not do to your fellow man.**  
(Judaism)
- **Do unto all men as you would wish to have done unto you,  
and reject for others what you would reject for yourself.**  
(Islam)
- **Hurt not others with that which pains yourself.**  
(Buddhism)
- **How one wants to be treated is how you treat people.**  
(Cree)

# The Language of Respect

➤ **Tone of Voice**

➤ **Body Language**

➤ **Choice of Words**

➤ **Movement**

## **Respect is shown in the following ways:**

- **Cooperation**
- **Calmness**
- **Willingness to work out differences**
- **Acceptance**
- **Ability to say, “I made a mistake.”**
- **Open and honest communication**
- **Looking for positive qualities in others.**