



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

Developing Self-Confidence

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 recognize the value they have as individuals. 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.

Display OH 1

Self-esteem is important to everything that we do: school, work, family relationships. A high sense of self-esteem helps people to learn better, to maintain relationships better and to handle life's difficult times.

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 and who show us our value as a person.

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 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: There are basically two aspects to self-esteem: feelings of worth and feelings of capability.

Unfortunately, there are lots of things that happen to us as we grow older that can start to hurt the way we see ourselves.

Display OH 3—Negative and Positive Comments

Say: We're going to show you a little demonstration about how easy it is to have your self-esteem trampled on during the course of a day. Then, we want to show you that you do have the power to control how you react to negative messages.

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.

Say: Many of us start out the day feeling pretty good about ourselves. However, negative experiences can really change that. (Read the *I am Loveable and Capable* story and go through the demonstration as described above.)

I am Loveable and Capable

You sleep in an hour past the alarm. When you start to get dressed you realize that the jeans you wanted to wear today are still in the washing machine. Your mom says, “I told you not to forget to put them in the dryer.” (tear off a piece of the sign)

You have to skip breakfast in order to make it to school on time. When you get to school you grab a snack from the vending machine. Just as you get to the classroom door the teacher closes it and says, “Go get a late slip.” (tear off a piece)

You are finally in class, but you are so distracted that when the teacher asks you a question and you are totally confused. The teacher makes a comment about wishing people would listen to him/her. (tear off a piece of the sign)

You catch a ride after school with a friend. The police pull you over and ask to see your ID and check the car over without explaining why they are doing this. (tear off a piece of the sign)

You go to the store to pick up some groceries. One of the clerks makes a point of following you around, watching your every move. (tear off a piece of the sign)

When you stop at a fast food place to pick up supper, you have to repeat your order three times because the person behind the counter says he/she can’t understand you. (tear off a piece of the sign)

When you get home, your brother and sister are in the kitchen talking. As you enter the room, they laugh, look at you and stop talking. (tear off a piece of the sign).

As you crawl into bed you remember that your jeans are still in the washing machine. (tear off a piece of the sign)

Say: We cannot change the people around us. But, we can change our responses to people. When people send us negative messages, we can change them to have a more positive side.

Read the story again, but this time, whenever you get to a negative point, have one of the volunteers come up to the microphone and suggest a positive response or twist to the situation. Some examples are given to help you. If time is short, just go over the negative situations briefly as listed below.

Positive Response

Your mom says, “I told you not to forget...”

You quickly scribble a note to yourself to remember to dry your jeans, and leave it where you can find it as soon as you come home.

The teacher says, “Get a late slip”.

You go get one, but stay after class to explain what happened, apologize and share with the teacher the bad day you’re having so far.

The teacher makes a comment about not being listened to.

You mentally tell yourself to stay focused and try to answer the next question.

The police pull you over and check out the car.

You stay calm, act polite and remind yourself that teenagers can be a target sometimes. No big deal.

One of the store clerk watches your every move.

You smile brightly at them, make eye contact and say, “Can I help you?”

The fast food clerk says he/she can’t understand you.

You say, “Sorry. Let’s start over again.”

Your sister and brother laugh and then stop talking when you come in.

You say “Hi” and tell yourself that they must be talking about something that doesn’t concern you.

And, since you wrote yourself that note, your jeans are ready to wear for tomorrow.

Debrief

Say: It’s pretty easy to assume that we are in the wrong, or that others are “out to get us” but most of the time that simply isn’t true. Developing self-confidence 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 personal commitment to focus on seeing yourself in a positive way.

Close by displaying OH 4 and 5 and reading them over to the students. OH 4 may be even more effective if your previous volunteers take turns reading the lines out.

Close the assembly according to your usual routine.

Follow-Up Activities for the Classroom

Note: Since self-esteem can be a very self-conscious concept for teenagers, follow-up activities will depend on each teachers' level of comfort with a particular class or group

1. The Safe and Caring Schools website—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 “Developing Self Esteem” topic.
2. 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.
3. 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”.)
4. 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.

Self-Esteem is Important

Research suggests that self-esteem directly affects many teenage behaviours:

- **School attendance**
- **School performance and behaviour**
- **Involvement in sports and other activities**
- **Friendships with peers**
- **Use of drugs and alcohol**
- **Willingness to persevere**
- **Ability to overcome failure and conflict**
- **Suicide**
- **Feelings about appearance, intelligence and relationships**
- **Happiness**

The Meaning of Self-Esteem

- **Appreciating one's self and importance**
- **Being accountable and acting responsibly toward others.**
- **Feeling competent and able to make a difference**
- **Being able to confront challenges**
- **Being able to learn from both successes and failures**
- **Treating one's self and others with respect**

Negative vs Positive

Research suggests that for every positive statement 10 to 12 negative comments are heard.

In one day, the average elementary aged child will hear 435 negative comments and 39 positive comments.

One study indicated that almost 80% of students entering Grade 1 rated high on the scale of having high self-esteem.

By Grade 5, 20% rated high on self-esteem, and by high school, this number was reduced to 5%.

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 am connected to other people.**

I am Capable

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



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

~Nathaniel Branden