



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 Secondary 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 reflective listening
- to demonstrate ways to help the self-esteem of peers
- to provide students with an example of reflective 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—Developing Self-Confidence.

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, or 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 building self-confidence. 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 and to respond to challenges in a positive way. These volunteers are going to demonstrate 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 “coping strategies” that aren't very effective. Then, we will look at a strategy 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. Shakes his/.her head. Then leans over and pokes student next to him/her. Makes a face. 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 demonstrating 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.

Some of the biggest mistakes that people make when someone wants to be listened to are these:

Put up OH 3—*Barriers to Good Listening* and go through it. Try to provide examples to the students.

Changing the subject—“That reminds me of a time when...” or “I saw a TV program about that where...”

Denying or minimizing the person’s feelings—“Oh, it’s no big deal. Just get over it.” “This is just a stage you’re going through.”

Sharing your own story—“When I was your age...” “I know just how you felt because when I...”

Judging—“Well no wonder she was angry. You should have...” “Why didn’t you...?”

Criticizing or taking the other side—“Well I would have been angry too.” “You should not have...”

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 know a skill called Reflective Listening. It’s not difficult, but it does take some practice.

Display OH 4—Reflective Listening

Say: In reflective 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.**

Debrief

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

Closure

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. 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.
1. Provide teachers with a copy of OH 4. In individual classrooms, spend some time practicing Reflective Listening. Divide students into groups of 3. Person 1 describes “a problem I have been having” while Person 2 practices reflective 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*. It presents additional strategies students can learn to help others with their self-esteem.

Lesson Plan—Additional Strategies to Build Self Esteem

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—More Strategies

Put up the OH with Strategies to Build Self-esteem. As you go through the OH, link these strategies to the movie or to real life examples.

Ideas for the OH

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.

More Strategies to Build Self-Esteem

Relating to others

Use “we” statements, let the person know you want to help them, always call people by their name.

Asserting

Allow a person to have a different point of view; let them feel their opinion is respected and valued (even if you don't agree)

Sharing

People need to be encouraged to share their ideas, gifts and talents; tell someone what you know they are good at; use praise to help someone feel good about themselves.

Coping

Avoid criticizing and putdowns; when someone knows they have made a mistake, help them to see what they can learn from it; admit your own mistakes, too.

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

Barriers to Effective Communication

- Changing the subject or jumping in with our own experience

- Denying or minimizing the other person's feelings

- Jumping in with advice

- Sharing your own life story instead of listening

- Judging

- Criticizing or immediately taking the other side

Reflective Listening

- Listen with your full attention.

- Acknowledge the feeling.

- Give the feeling a name.

- Having your feelings recognized is comforting.