



KS3  
Assembly

Class  
Clown

# Roll up, Roll up...

...step right up for a show like no other!

Prepare to be amazed, amused, and maybe even a little surprised.

Today's assembly will take you behind the scenes of school life, where the spotlight isn't always where you expect it.

Keep your eyes open and your minds ready...

Now it's time to **Send in the Clowns!** 🤡



What is the picture about?



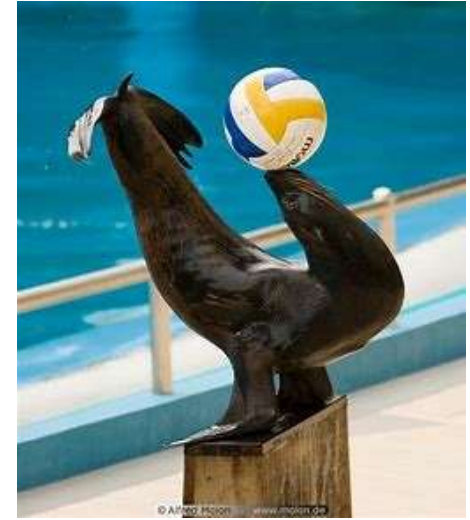
What did you do / how do you react to this?

How you ever seen this in your class?

What impact does this have on the class, the learning, the teacher, the other students and the individual?



Why do  
people  
choose to  
act in this  
way?



Which one(s)  
make sense to  
you?

Which do you  
think is the  
most  
important?



Which is the  
easiest to  
understand?

Which is not  
really the case?



? **Attention seeking** — They want to be noticed by peers or teachers.

? **Wanting to fit in** — Humour can be a way to bond with classmates.

? **Boosting self-esteem** — Making others laugh can make them feel good about themselves.

? **Avoiding academic pressure** — Acting silly might be a way to distract from difficult subjects or assignments.

? **Coping mechanism** — Humour can help manage stress, anxiety, or personal problems.

? **Boredom** — They might find the class unengaging and use jokes to entertain themselves.

? **Testing boundaries** — Seeing how far they can push limits in a safe environment.

? **Imitating role models** — They might admire someone who's funny or popular and want to emulate that.

? **Social status** — Being funny can sometimes increase popularity or social standing.

? **Expressing creativity** — Humour is a form of self-expression and creativity.





### ❖ **Impact on the Teacher**

- Disrupts lesson flow and planning
- Causes frustration or stress
- Requires more classroom management time
- Can strain teacher-student relationships

### ❖ **Impact on Learning**

- Reduces focus and concentration for everyone
- Interrupts important explanations or instructions
- Can delay the pace of lessons
- Creates a less serious learning atmosphere

### ❖ **Impact on Other Students**

- Distracts classmates from their work
- Can encourage others to join in disruptive behaviour
- Makes it hard for shy or quiet students to participate
- May cause resentment or annoyance among peers

### ❖ **Impact on You**

- May get frequent warnings or consequences
- Can hurt your academic progress
- Might make it harder to be taken seriously
- Could mask personal struggles or need for attention
- May damage relationships with teachers or classmates over time



What Can  
You Do?

## What can OTHER STUDENTS do if this is happening in your class?

- ✓ **Stay Calm and Focused**  
Instead of laughing or encouraging the clowning behaviour, other students can focus on their work. This reduces attention-seeking rewards.
- ✓ **Model Positive Behaviour**  
Showing respect for the teacher and the lesson can set a good example. Sometimes peers influence each other more than adults do.
- ✓ **Avoid Reacting Negatively**  
Getting angry or upset can sometimes make the behaviour worse. Staying neutral or ignoring mild disruptions can help.
- ✓ **Encourage the Student Privately**  
If they're friends, classmates can gently talk to the student outside class, encouraging them to save jokes for recess or social times.
- ✓ **Support the Teacher**  
They can signal to the teacher discreetly if the behaviour is disruptive, so the teacher can address it calmly.
- ✓ **Include Them Positively**  
Sometimes class clown behaviour comes from wanting attention or feeling left out. Inviting them to participate positively in group activities can help.







# What are the benefits if this stops?

## ✓ For You (the student)

- Better focus and learning
- Improved grades and academic progress
- More respect from teachers and classmates
- Stronger friendships based on who you are, not just being funny
- More chances to be trusted with responsibilities

## ✓ For the Teacher

- More time to teach effectively
- Less stress and classroom disruption
- Improved teacher-student relationship

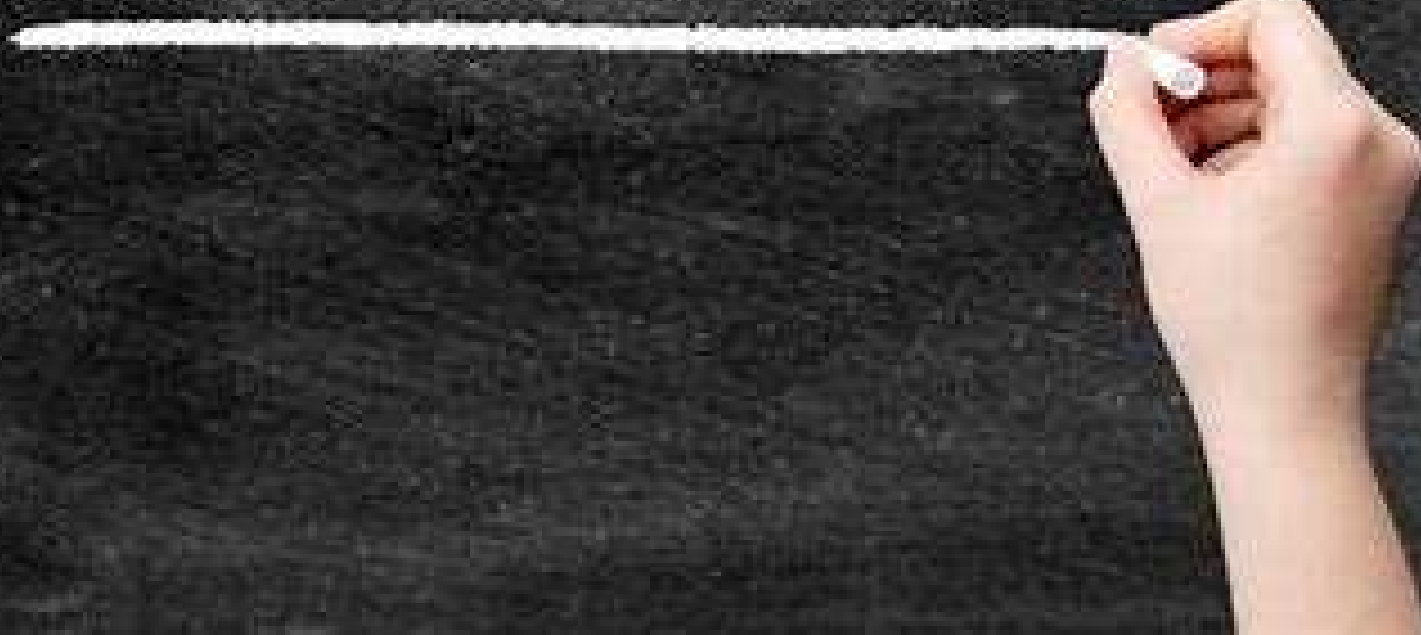
## ✓ For Other Students

- Quieter, more focused learning environment
- More chances to participate and learn
- Less tension or frustration in the class

## ✓ For the Whole Class Environment

- A more respectful and positive atmosphere
- Better teamwork and cooperation
- More time for creative and fun activities when lessons go smoothly

What's Next?



# Next steps

- “Class Clown” describes behaviours, it doesn’t describe a person.
- You can choose your behaviours.
- These behaviours can be “addictive” but ultimately self-destructive.
- You can choose how you react to these behaviours in class.
- Help your class, your teacher and the other students.



How can I get the positives without the negatives of the “class clown”?



<https://youtu.be/v2hJ7KLuR6c?si=Ji1cndzBubr-gkX1>





**POSITIVE**

**NEGATIVE**

# What to do instead?

## **Be a Positive Leader**

**Start helpful conversations** instead of jokes that distract

**Lead by example**—help others stay focused and involved

**Volunteer for classroom jobs or projects** to gain responsibility and trust

## **Get Noticed for Your Strengths**

**Share your talents**—art, music, sports, public speaking, etc.

**Participate actively** in class in a respectful way

**Offer help to classmates**—people notice kindness

## **Be the Person Others Look Up To**

**Encourage** shy students to speak up

**Help calm things down** when class gets noisy

**Be the one who knows when to have fun**—and when to focus

## **Use Humour the Right Way**

**Save jokes for break times** or appropriate moments

**Use kind, inclusive humour** that doesn't hurt others or interrupt

**Be known for lifting people up**, not for causing distractions

## **Build Real Connections**

**Be a good listener and friend**

**Include others** in games or conversations

**Stand up** for classmates who are left out or being teased





