

# 10 Mistakes an Assembly Coordinator Can Avoid

We, the Razzle Bam Boom duo, have performed as a duo, and individually as solo performing artists, thousands of times since 1999. We have 12 different themed assembly shows. And we now even offer a course to teach performers how to become effective “assembly performers”. We have watched many other assembly performers as well. We humbly feel we know a thing or two (or ten) about how to present an outstanding student assembly experience. This article is a guide for assembly coordinators.

## WE SUGGEST THAT YOU DO NOT ...

1. **SCHEDULE** performers until you decide on the **type of program** you want. (E.g. arts versus curriculum-based? Message or mostly fun?)
2. **BASE** your program selection solely on what they write on their website. Frankly, most performers, excellent and poor, post glowing written testimonials on their sites. You should either **watch a video** or personally see them perform live.
3. **FORCE** the presenters to perform more than **nine feet** from the front row of students. Trust us; the further away the performers stand from the audience, the more disengaged the audience will be. Experienced performers should know this.
4. **INVITE** performers who do not have years’ and hundreds of performances’ worth of experience. They may be good at their performing craft, but if they are inept at engaging students, their program is pointless. And it is not just about holding the attention of the audience; One must also **know how kids learn**. Using the proper teaching techniques is critical to truly instill messages effectively.
5. **SELECT** a program that is not **grade-appropriate**. If after watching their video, you are not certain, ask your principal or an experienced teacher to watch 5 minutes of the performer’s video to judge whether the program is appropriate for the grade levels you wish to include. Just because a performer says it is appropriate for K-6 doesn’t mean that it is so. There’s a huge difference between kindergarten students and first-graders. Sometimes there’s even a big difference between fifth and sixth graders.
6. **ALLOW** the performers to perform in the shadows. It seems obvious, but we have found that in many schools, often the darkest location in the MPR is on the stage. For the best impact, **the students need to see the performance clearly**. Either ask your custodian to replace burnt out light bulbs or find another location in the room that is better lit.
7. **BOOK** a performer who doesn’t **use visual aids**.
8. **CONSIDER** a performer who talks too much. I am sure that we agree that **demonstration**, rather than too much lecturing, is what you want in your assembly. You may only determine this by watching a full-length video or getting a reference about the program from someone you trust.
9. **HESITATE** to **ask the performers** about how to make it the best possible performance. Experienced assembly performers should know what they need in order to make the assembly a truly memorable experience for your students and teachers.
10. **NEGLECT** to ask about the PA system. Most schools have an adequate **sound system** (mics, etc.) but some do not. Determine your situation by asking your custodian and/or principal. Then inform the performer. Some presenters, such as Razzle Bam Boom, bring their own PA.