KEEP MAINE BEAUTIFUL

Schools Program — Founding Year

Assembly Facilitator Script

What this is

The guidance that used to live in the speaker notes, on paper, in your hand. Presenter View asks you to look at a laptop while three hundred children look at you. This does not.

Print this cover and the pages for your grade band. Leave the rest.

EVERY BAND, NO EXCEPTIONS

- No stickers are handed out at the assembly. Not one. Handing one out here is what stops it meaning anything.
- No litter imagery. Do not show it, do not describe how bad it is. The absence of it is part of the argument.
- Nobody is told off, in the room or in the message. We put things right quietly and let people notice.
- The acorn is for finishing something, not for a grade and not for attendance.
- Name the school out loud. It matters more than anything else you will say.
- End early rather than late. Stopping while the room still has energy is the whole trick.

Before you walk in

Ten minutes of preparation carries the whole assembly.

Bring two objects

Both of these beat any slide, and two of the strongest moments in every band depend on holding something up.

- A real returnable bottle or can. Used for the five-cent moment.
- A real acorn sticker. Used for the acorn moment, then put away again, in front of them.

Know your running time

Band	Length	The thing that makes it work
A · Kindergarten to Grade 2	10 minutes	Your voice and your hands. Almost nobody can read the slides.
B · Grades 3 to 5	20 minutes	Shouting. Let the room be loud and reward it.
C · Grades 6 to 12	15 minutes	Flatness. Performed enthusiasm reads as a sales pitch.

Two things to settle with the school first

- Is there a Community Crew member in the room? If so, get their name beforehand and point at them during the Crew slide. A local face is worth more than the slide.
- The last slide in every deck is marked FOR TEACHERS. Do not project it. Either remove it before you present or leave it in the file the school keeps.

If you remember nothing else

The place they named is theirs. That is the whole assembly. Everything else is scaffolding around that one sentence.

BAND A — Kindergarten to Grade 2 · 10 minutes total

Get down low. Wave and wait for waves back before you say anything. The words on the slides are for you, not for them.

1 Maine is ME. · Opening

DO Get down to their level if you can. Wave, and wait for waves back before speaking.

SAY "Hi. My name is ___. I came here to tell you something good."

WATCH Watch the room, not the slides. Ten minutes total, do not go longer.

2 Where do you love?

DO Ask it, then wait. Little ones need a long pause before the first hand goes up.

DO Take five or six answers and repeat every one back loudly: "The beach! Who else loves the beach?"

WATCH There is no wrong answer. A bedroom counts. A grandmother's couch counts.

NEVER Do not rush this slide. This is the one that does the work.

3 It is yours.

DO Point at them. Point around the room. Make it physical.

SAY "That place? It is YOURS. Not because you bought it. Because you live here. You are a Mainer, and Maine belongs to Mainers."

DO Ask "Whose is it?" and get them to shout MINE. Do it twice.

4 5¢

DO Hold up the real bottle or can.

SAY "Do you know this is worth money? Five whole cents. Every single one."

SAY Slowly: "And it is STILL worth five cents when it is lying in the grass. It does not stop being money."

WATCH Let them be amazed. Six-year-olds find this genuinely exciting.

5 There is a Crew.

SAY "There are grown-ups all over Maine who just… pick things up. Nobody pays them."

SAY Plainly: "We never tell anybody off. Not ever. We just help."

WATCH They understand this immediately because it is the opposite of tattling. Some will say so out loud. Agree with them.

6 You can earn one.

DO Hold up a real sticker. This slide does not work without one in your hand.

SAY "Does anybody know what this is? An acorn. Do you know what is inside an acorn? A whole tree. A great big one."

SAY "You can earn one of these. Not today. In your classroom, when you finish something."

NEVER Do not hand any out. Not one.

7 Maine is ME. · Close

DO Last thirty seconds. Get them to say it with you three times, getting louder.

SAY "Maine is ME!"

DO Thank them, thank the teachers, and stop.

BAND B Grades 3 to 5 · 20 minutes total

Big warm energy. This is the band that shouts. Let the room be loud and reward it.

1 Keep Maine Beautiful · Opening

DO Read the room, wait for quiet, then begin.

SAY "Good morning. My name is ___ and I am here from an organization called Keep Maine Beautiful. And I need your help with something."

NEVER Do not explain the whole program yet. The first job is curiosity, not information.

2 A question first.

DO A real question, not a rhetorical one. Take three or four answers out loud. Let them shout.

DO Repeat whatever they say back so the whole room hears it. The beach, a grandmother's camp, the woods behind school, blueberries, snow.

WATCH You are not looking for a right answer. You are getting them to notice they already love something.

3 That place belongs to you.

DO Slow down. This is the hinge of the whole assembly.

SAY "Here is something people forget. That place is yours. Not because you own it, because you are a Mainer, and Maine belongs to the people who live here. All of it. Including you."

DO Let it sit for a beat before moving on.

4 Here is what we believe.

DO Say both lines out loud with a pause between them.

SAY "A problem is something wrong that needs fixing. An opportunity is something good that could be even better. We think Maine is the second one."

NEVER Do not show pictures of litter. Do not describe how bad it is.

5 There is a Crew.

DO Introduce the Community Crew as ordinary people, not heroes.

SAY "We do not tell people off. We just quietly put things right and let people notice."

DO If a local Crew member is in the room, name them here.

6 Something most people forget.

DO The surprise slide. Ask first: "Who knows what happens when you return a bottle or a can in Maine?" Take answers. Someone will know.

SAY "Five cents. It does not stop being five cents just because it ended up on the ground. It is still five cents. And it is yours to redeem."

WATCH The point is dignity. Picking up a bottle is not gross or embarrassing. It is picking up money.

7 This is an acorn.

DO Hold up an actual sticker.

SAY Be very clear on two things: it is not given out today, and it is not a grade. It is earned by finishing something you decided to do.

DO Point at the year. "Next year's says something different. If you are here next year, you can earn that one too."

8 You are the first.

DO The emotional peak. Do not rush it.

SAY Say "pioneers" and let it land. "A pioneer is someone who goes first, before there is a path, before anyone knows if it will work."

SAY "We do not have all of this figured out. That is not a problem, that is where you come in."

DO Name their school out loud. It matters more than anything else on this slide.

9 We need your help.

DO The genuine ask. Be sincere. They can tell instantly when an adult is being polite instead of honest.

SAY "We are still building this. What we do next year depends on what you tell your teacher this year."

NEVER Do not take answers here. That is the teacher's job, in their room, where there is time to use them.

10 Quick, shout it out.

DO Fast and loud. Thirty seconds. Do not let it drag.

SAY Answers: (1) five cents. (2) No, we never scold, we set the example. (3) You earn it by finishing something you set out to do. (4) Everybody in this room.

WATCH Reward the shouting. This is the last thing they will remember, so let it end noisy.

11 Maine is ME. · Close

DO Ask them to say "Maine is ME" out loud together if the room is willing.

DO Thank them, thank the teachers by name, and get off the stage.

WATCH Leave them wanting the classroom part.

BAND C Grades 6 to 12 · 15 minutes total

Open flat and let the material carry it. This age group reads performed excitement as a sales pitch and stops listening.

The band is wide. For younger middle school, slow down on slides 3 and 5. For high school, move faster and lean harder on slide 4.

1 Keep Maine Beautiful · Opening

DO Fifteen minutes. Shorter than you think it should be.

SAY "My name is ___. I am from an organization called Keep Maine Beautiful. I have about fifteen minutes and I want to use them properly."

NEVER Do not open with enthusiasm.

2 Let me get ahead of something.

DO This slide is why the deck works. Say it before they think it.

SAY "You are expecting an adult to tell you not to litter. That is not what this is, and if it were, you would have stopped listening already."

WATCH Some will laugh. That is the point. You have just proved you know what room you are in.

NEVER Do not soften it or add a joke. Say it straight and move on.

3 Two ways to describe the same state.

DO An intellectual claim, so make it as one. Do not get warm here.

SAY "A problem is a thing that is wrong and needs correcting. An opportunity is a thing that is already good and could be more so. Those two framings produce completely different behavior in the people you aim them at."

DO Ask which one actually gets people to change what they do. Take one or two answers.

NEVER No litter imagery. The absence of it is part of the argument.

4 Here is a question nobody has solved.

DO The strongest slide for this age group. A real question with no clean answer.

SAY "Every returnable in Maine is worth five cents. That is money. It does not stop being money when it is in a ditch. So why is it in the ditch?"

WATCH Expect: not worth the effort, embarrassing to be seen, nobody wants to touch it, five cents is nothing. All of those are correct. Say so.

SAY "So the barrier is not the money. It is how it looks to bend down. That is a much more interesting problem, and it is not one you fix with a sign."

5 There is a Crew. It has one rule.

DO Frame this as strategy, not virtue. This age group respects a tactic and distrusts a moral.

SAY "There are people all over Maine who pick things up. They never say anything to anybody. Not because they are nice, because telling people off does not work and never has."

SAY "You have all been told off. Did it change what you did, or did it just make you resent the person?"

WATCH That question usually gets a genuine reaction.

6 What is actually being asked.

DO Be plain and be brief. Overselling here loses them.

SAY "There is a sticker. Some of you will not care about a sticker, and that is fine. I am not going to pretend otherwise."

SAY "What is actually being asked is smaller than a sticker and larger than one. Notice the place you live. Do not walk past things. That is it."

7 This is unfinished.

DO The real offer. Do not turn it into a pep talk. Say it as a fact, because it is one.

SAY "This is the first year this has ever been in a school. Nobody has done it before, which means a lot of it is probably wrong."

SAY "What gets built for every school after this one depends on what this room says about it. That is not a nice thing I am saying to you. It is how it actually works."

DO Name the school out loud here.

8 The question your teachers will ask you.

DO Hand off to the classroom. Read the question aloud once and stop talking.

SAY "Your teachers are going to put this question to you properly, in a room where there is time."

NEVER Do not take answers here. There is not enough time to take them seriously, and taking them badly is worse than not taking them.

9 Maine is ME. · Close

DO Say it once, plainly, and let it sit for a second before you thank them.

DO Thank the teachers by name. Then stop.

NEVER Do not ask them to chant. It works with eight-year-olds and it will not work here.

After the assembly

What the teachers and the School Crew Lead need from you before you leave the building.

This is the content of the final slide in every deck, the one marked FOR TEACHERS. Say it out loud to whoever is carrying the program in this building rather than trusting them to find it in the file.

Put the question to the class

A suggestion, not an instruction. "What would you do differently?" Let what they say shape the work. Their answers stay in the classroom. Nothing comes to Keep Maine Beautiful.

Teams count

A team or a whole class carrying one thing through to the end meets the standard as fully as individual work.

The acorn is for finishing

Earned by carrying work through to the end. Not a grade, not for attendance. Some students will not care about it, and that is fine.

Take the cynicism seriously

If a student argues the whole thing is pointless, that is engagement. It is a better starting point than polite agreement.

ONE AREA IS ON HOLD

Please avoid setting work that designs redemption or collection systems this year. The Classroom Activity Menu explains why. Everything else is open.

WHERE THIS SITS

- Ready, Set, Go card. The one-page arc of the whole first year.
- Classroom Activity Menu. What happens after today, in the classrooms.
- Counting & Membership Policy and How We Count. The three numbers at year end.