

ASSEMBLY · Y3–Y6

Assembly: The Power of Yet

Growth mindset — KS2 assembly script

Content and structure

Roles and scene notes

- NARRATOR × 1
- SPEAKER A–D × 4 speaking parts
- VOICE (offstage or from seat) × 1 short interjection
- Scene: a pupil struggling with a maths problem gives up, then tries again
- Prop suggestion: a whiteboard showing 'I can't do this' — turned over to show 'I can't do this YET'



The script

NARRATOR: This morning I'd like you to listen for one very small word. Just three letters. That word is: yet.

SPEAKER A: I'm not good at maths. I've never been good at maths. When I sit down with a maths problem that I don't know how to do, I feel like giving up before I even start. VOICE: [from seat] I know that feeling.

SPEAKER A: But my teacher told me something that changed the way I think. She said: you're not good at it yet. NARRATOR: That one word — yet — does something to a sentence. Listen: 'I can't do this.' [pause]

Versus: 'I can't do this — yet.' SPEAKER B: The brain is a bit like a muscle. If you never challenge it, it stays the same. If you work hard at things that are difficult, it actually grows stronger. SPEAKER C: Scientists have discovered that every time you try hard at something — especially something you find difficult — your brain creates new pathways. New connections. You get a tiny bit better each time, even if you can't feel it.

SPEAKER D: The pupils who improve the most are not the ones who find things easy. They're the ones who keep trying when it's hard. NARRATOR: This week, when you hear yourself say 'I can't' — try adding the word yet. It's a small change. But it might be the most important thing you learn this week.

Discussion questions for return to class

1. What's something you can't do yet but would like to be able to do?
2. Think of something you found hard last year that you can do easily now. What changed?
3. What does it feel like when you keep trying at something difficult?

