Program Overview & Learning Objectives

Assembly Title: *Say YES to Success!*

Grades: K–6

Presenters: Mark Beckwith & Obediah Thomas (The Razzle Bam Boom duo)

Program Length: Approx. 45 minutes

Program Overview:

Say YES to Success! is a high-energy, motivational assembly designed to equip K–6 students with the mindset and tools they need to succeed—both in school and beyond. Presented by the performing duo Mark and Obediah of Razzle Bam Boom, this live performance blends humor, music, storytelling, and student participation to deliver a memorable and meaningful message rooted in the principles of goal-setting and growth mindset.

Whether used to launch the school year, reinforce classroom expectations, support Red Ribbon Week, or build momentum before standardized testing, Say YES to Success! encourages students to take ownership of their learning, embrace challenges, and celebrate progress. The presenters introduce the “G.R.E.A.T.” acronym—Goals, Retrying, Excellence, Attention, and Training—as a framework for personal and academic success.

Learning Objectives:

By the end of the assembly, students will be able to:

- Understand that success is a process that involves effort, focus, and a positive mindset
- Recognize the value of setting clear goals and working toward them step-by-step.
- Embrace the idea of perseverance as part of the learning process, and understand that mistakes are opportunities for growth.

- Commit to doing their personal best and striving for excellence, both academically and socially.
- Appreciate the importance of attention and focus during learning activities.
- Understand that consistent practice and training are essential parts of mastering any skill.

Optional Post-Assembly Activities:

Following the program, teachers are encouraged to lead students in classroom discussions or goal-setting exercises, using the G.R.E.A.T. acronym as a reference point. This is an ideal time to review academic goals, classroom expectations, or test preparation strategies in a positive and motivating context.